



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Carillon Elementary School

3200 LOCKWOOD BLVD

Oviedo, FL 32765

407-320-4650

**[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0441](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0441)**

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 28%
Alternative/ESE Center No	Charter School No	Minority Rate 32%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Carillon Elementary School

Principal

AnaLynn Jones J

School Advisory Council chair

John P Harkins

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
AnaLynn Jones	Principal
Jeanne King	Assistant Principal
Rebecca Groot	Reading Coach
Audrah Schuchmann	Guidance
CarollLynn Everett	ESE Teacher
Zenaida Rollins	Gifted Resource/Media
Pam Bailey	ESOL Teacher/SAC Member

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Carillon Elementary SAC is comprised twelve members, and includes Dr. AnaLynn Jones, Principal, three teachers, one non-instructional staff member, six parents and one PTA-SAC liaison. Elected officers for 2013-2014 include Mr John P Harkins as Chairperson, Cindy Hill as Vice-Chairperson, Patti Graham as Secretary. Teacher members include Pam Bailey, Kristin Bontrager and Connie Glover. Parent members include Kathleen McLeod-Daly, Dawn Stoner, JuliAnne Campese, Dennis Ferraro, Vanetta Davis-Felix, Jennifer Williams, and Cindy Hill. The PTA-SAC liaison will be Cindy Hill.

Involvement of the SAC in the development of the SIP

The 2012-2013 school grade data was shared through a power-point presentation with the 2013-2014 SAC team at the first official meeting. District and school based initiatives and needs were highlighted and discussed. Through this process the SAC committee was able to provide input regarding the outlined major goals, which in turn assists with the problem solving process. Areas of concern include maintaining or increasing levels of Writing proficiency, Math proficiency and increasing levels of Learning Gains for all students in all subject areas. School based SAC members, Kristin Bontrager and Pam Bailey participated in the problem-solving process. The draft plan is scheduled to be reviewed during the October 1, 2013 meeting. The SAC committee will help to progress monitor student achievement through the review of school wide data, following assessment periods. The SAC committee will review and approve the proposed plan.

Activities of the SAC for the upcoming school year

The SAC committee meets monthly September through May, including one "cluster" meeting with elementary, middle and high school SAC committees. The new SAC members will also attend a district training on October 9, 2013. The SAC committee will review and monitor student achievement at monthly meetings, determine and approve the SAC budget, review and approve the A+ Recognition funds, and advise the Principal as needed.

Projected use of school improvement funds, including the amount allocated to each project

The School Improvement funds (\$826.00 and \$38.05 carryover) have been designated for technology and/or to help fund Professional Development opportunities for teachers, related to the SIP objectives/goals and Action Plan. Expenditures thus far: \$280.00 for substitutes for math professional development. The balance of the funds, \$584.05,, has been designated for gifted, lesson study and related professional development support.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

AnaLynn Jones J		
Principal	Years as Administrator: 16	Years at Current School: 2
Credentials	EdD and Master's degree in Educational Leadership Bachelor's degree in Elementary Education and SLD Certifications include: School Principal K-12, Educational Leadership K-12, Elementary Education 1-6, SLD 1-6, and ESOL	
Performance Record	Principal for 2 years at Carillon Elementary, an "A" rated elementary school in 2012 & 2013.	

Jeanne King		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Masters degree in Elementary Education Certification in Educational Leadership, ESOL, and Elementary Education Grades 1-6	
Performance Record	Assistant Principal for 2 years at Lake Orienta Elementary, an "A" rated elementary school, 2010 - 2012. Assistant Principal for 1 year at Carillon Elementary, an "A" rated elementary school, 2012-2013.	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Groot		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BS in Social Work, MS in Educational Leadership, certifications and endorsements in Elementary Education, Reading and English 6-12.	
Performance Record	Reading Coach for 2012-2013 at Carillon Elementary, an "A" rated school.	

Classroom Teachers

of classroom teachers
57

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

57, 100%

ESOL endorsed

28, 49%

reading endorsed

4, 7%

with advanced degrees

28, 49%

National Board Certified

, 0%

first-year teachers

6, 11%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

19, 33%

with 15 or more years of experience

28, 49%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

13

receiving effective rating or higher

0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools

reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher’s given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher’s various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress and response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Assistant Principal and Reading Coach collaborate to oversee the MTSS process. The Assistant Principal creates a schedule for MTSS Team meetings, participates in weekly meetings, coordinates and approves all designated intervention and tutorial programs. The Reading Coach coordinates and supervises the actual interventions and intervention personnel. She also administers assessments, collects and analyzes data, and participates in all student MTSS meetings. When a student is identified as performing below proficiency, the Reading Coach meets with the teacher to discuss intervention, differentiation, and the possible need to initiate MTSS. Guidance coordinates Tier 3 data review

meetings and facilitates the Student Study referral process. The Gifted teacher helps to plan additional enrichment opportunities for students. The SLD teacher monitors students through her Support Facilitation in class, and provides consultation regarding the Tier 3 interventions and programs. Speech and Language provides consultation for Language interventions. Additional team members include the Psychologist, Social Worker, and related services such as PT and OT. These team members also provide support to ensure students' academic, emotional, behavioral and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Carillon Elementary Leadership Team meets regularly to review the progress of all students, through the review of screening and progress monitoring data at the grade and classroom levels, as well as individual student growth. The Leadership Team follows a Continuous Improvement Model, reviewing data, instruction, progress monitoring and identifies students in need of more assistance. Leadership team members also participate and share critical information in MTSS/Rtl, Student Study, Team and PLC meetings weekly related to student achievement

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Ed Insight is used to track and summarize student FCAT data. Ed Insight is used as the management system for the MTSS process through documentation of MTSS meetings, student performance levels, intervention plans, and progress monitoring data. Ed Insight also tracks student attendance and discipline incidents.

Skyward and Blackboard provide pertinent student demographic information.

Discovery Education system is used for standards aligned assessments in Reading, Math and Science and data analysis at multiple levels such as school wide, grade, class and individual student levels.

Numerous reports are accessed to illustrate all levels of students' performance. Discovery Education also provides opportunity for instruction aligned with the instructional standards.

Reading Street and GoMath assessments provide additional measurement tool to compare student performance to peers. Ticket to Read is an electronic reading program that tracks and monitors student growth over time, and serves as a motivation tool.

Students who do not make adequate progress within Tier 1, may be identified and referred to the MTSS team to plan additional support. At that time, a Tier 2 intervention plan is defined with more skill specific intervention in small group. Student progress is monitored, and interventions may be continued, decreased or increased to a more intensive Tier 3 plan. Students receiving Tier 3 interventions receive individualized instruction in a more explicit and systematic manner.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Carillon Elementary will continue ongoing training of MTSS through faculty and PLC meetings. Grade level data meetings are held following benchmark testing. Professional development will be provided for the new instructional materials available for Tier 2 and Tier 3 interventions. Grade levels will implement the "Walk to Intervention model" for all students with additional support through a "pull-out" to the resource room as required. The MTSS team will continue to provide guidance and clarification regarding interventions, resources, and the MTSS process. Parents will be informed of the MTSS process through Curriculum Nights, FCAT Nights, SAC, PTA, and in individual parent conferences. Discovery Education and EdInsight reports are provided to parents during parent conferences. All teachers were trained on the EdInsight management system in August 2013.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 12,084

Supplemental Academic Instruction funds will be used to provide "Before School" tutorial. One hundred sessions of 1 hour each, will be provided for students receiving Tier 2 and/or Tier 3 interventions in Reading and/or Math in grades 3-5. Additional opportunities will be provided on Saturday, totaling 39 sessions of 2 hours for subject specific intervention and/or acceleration in Writing, Reading and/or Math. ESE tutorial funds will be used to support the ESE students in grades 3-5 with an in-school model, providing intensive small group instruction for twenty weeks, three times a week, for 2 hours. The Teen Trendsetters program is a reading support and motivational program provided to students in grades 2 & 3 for a minimum of 24 hours student contact hours. A school-wide enrichment program, "Advanced Academic Program" (AAP) is being implemented weekly, to provide enriching experiences to all students, based in Science, Technology, Engineering, Arts, and Math (STEAM) standards All students participate in this enrichment initiative.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data such as SRI Lexile, Discovery Education, GoMath and FCAT is collected, analyzed and monitored to measure student need and growth. These programs also serve to progress monitor the students and ensure effectiveness of the tutorial instruction. A "Galactic Gallery" showcase will be held, for students to share and demonstrate their new skills.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Reading Coach, ESE teachers, and Tutorial teachers, AAP Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
AnaLynn Jones	Principal
Jeanne King	Assistant Principal
Rebecca Groot	Reading Coach
Cindy Decker	Teacher Grade 2
Jennifer Stapleton	Teacher Grade 1
Melissa Huff	Teacher Grade 4
Jodi Donahue	Grade 3

Name	Title
Jackie Rogers	Kindergarten
Jon Smith	Grade 5
Zenaida Rollins	Gifted/ESE/Media

How the school-based LLT functions

The Literacy Leadership Team meets on a monthly basis to plan and organize school-wide Literacy events. Meetings are held Wednesday afternoons.

Major initiatives of the LLT

Two major initiatives for 2013-2014 are the clustering of Gifted and talented students to meet their enrichment needs, and to guide the implementation of the new reading series adoption Reading Street, interventions, differentiated instruction, with fidelity. Additional initiatives include:

- To provide motivation and the love of reading for ALL students, parents and staff.
- To communicate the school initiatives and help to resolve concerns in relation to reading and writing
- To update the staff about the latest trends and updates in literacy education.
- To plan and implement Family Literacy Nights - in collaboration with Book Fairs - 3X year
- To participate in the FCAT Information Night, providing Reading and Writing information to parents
- To promote participation in Florida Literacy Week events

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	89%	Yes	90%
American Indian				
Asian	100%	93%	No	100%
Black/African American	78%	89%	Yes	81%
Hispanic	89%	65%	No	90%
White	88%	91%	Yes	90%
English language learners	88%		No	90%
Students with disabilities	63%	61%	No	67%
Economically disadvantaged	77%	77%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	22%	25%
Students scoring at or above Achievement Level 4	187	67%	70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		55%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	75%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	82%	No	87%
American Indian				
Asian	96%	80%	No	96%
Black/African American	64%	61%	No	68%
Hispanic	82%	62%	No	84%
White	86%	87%	Yes	87%
English language learners	83%		No	84%
Students with disabilities	58%	57%	No	62%
Economically disadvantaged	76%	65%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	23%	25%
Students scoring at or above Achievement Level 4	165	59%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	28%	30%
Students scoring at or above Achievement Level 4	42	48%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		25
Participation in STEM-related experiences provided for students	475	85%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	4%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	13	13%	0%
Students who receive two or more behavior referrals	4	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Access Skyward Family	233	52%	100%

Goals Summary

- G1.** All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

Goals Detail

G1. All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- District Curriculum Support Team, Expert teachers who are willing to share and model their knowledge, New faculty members with a broad range of experiences, Teachers trained in Cooperative Learning Strategies, Parental Support, Support Staff / Gifted, technology, Reading Coach, Assistants, Supportive Administration, Dividends / Mentors, High levels of student achievement, Accessibility of iObservation resources, Lesson Study, Before and during school Tutorial program, AAP enrichment program, Acceleration opportunities, Common planning time, Technology resources, Reading Street materials, Teen Trendsetters, PRIMES Math, Mandarin Chinese, PD Funds, SAC Budget for PD, Professional Learning times,

Targeted Barriers to Achieving the Goal

- Lack of knowledge of effective instructional strategies,
- Lack of differentiation for Math and Reading,
- Lack of active student engagement,

Plan to Monitor Progress Toward the Goal

review of student assessment data results to ensure proficiency and growth

Person or Persons Responsible

Administration, Reading Coach, Classroom teachers

Target Dates or Schedule:

Monthly data reviews, weekly MTSS meetings, Grade level meetings,

Evidence of Completion:

All assessment data such as SRI, Discovery Education, Go Math and Reading Street assessments, Additional assessments such as PASI, PSI, & ORF

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

G1.B4 Lack of knowledge of effective instructional strategies,

G1.B4.S1 Implement PLCs and PD on a weekly basis

Action Step 1

Provide Instructional Rounds for Teachers

Person or Persons Responsible

Grade Level Teachers, Reading Coach, Administration

Target Dates or Schedule

Monthly, sub days provided

Evidence of Completion

Observation Notes, Learning Logs, Lesson Plans

Facilitator:

Administration, Reading Coach,

Participants:

Grade Level Teachers

Action Step 2

Provide Professional Development for all teachers about the Gifted Framework and instructional implications.

Person or Persons Responsible

Classroom teachers, Reading Coach, Administration, Gifted teachers,

Target Dates or Schedule

September 26, 2013, October 14, 2013

Evidence of Completion

Sign in Sheet, Learning logs, lesson Plans

Facilitator:

Zenaida Rollins / Gifted Consultant

Participants:

Classroom teachers, Gifted Teachers, Reading Coach, Administration

Action Step 3

Schedule and conduct ongoing PLCs and PD focused on standards based instruction and practices aligned to CCSS

Person or Persons Responsible

Administration, Reading Coach, Grade Level teams,

Target Dates or Schedule

During PLC meetings and Wednesday PD meetings Aug 28 & 29, 2013; Sept 11, 2013, Oct 4, 2013, Oct 8, 2013, Nov 5, 2013, Nov, 7, 8, 14, 15, 2013, Nov 20, 2013, Dec 16, 2013, Feb 26, 2014, Apr 30, 2014,

Evidence of Completion

PD Schedule, PLC schedule, sign in sheets, PLC Learning Logs, Lesson Plans

Facilitator:

District Curriculum Support team (for Close Reading) Reading Coach, District Math Coach, District Writing Coach, District Science Coach

Participants:

Classroom Teachers, Support teachers, Reading Coach, Administration

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

Monitor teacher participation and classroom implementation through walk-throughs and the examination of student assessment data

Person or Persons Responsible

Administration, Reading Coach, grade level teachers, support staff

Target Dates or Schedule

monthly PDs, weekly PLC meetings,

Evidence of Completion

Learning logs, sign in sheets, iObservation reports, assessment data reports (SRI, Discover Ed)

Plan to Monitor Effectiveness of G1.B4.S1

Monitor teacher's application of effective instruction practices through weekly walk-throughs, and review of data following benchmark assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation reports, data reports

G1.B8 Lack of differentiation for Math and Reading,

G1.B8.S1 Provide extended education for all students through interventions, tutorial, enrichment and gifted clusters.

Action Step 1

Develop & implement a school wide enrichment program, "AAP" (Advance Academic Program) to provide a range of STE(A)M experiences to all students

Person or Persons Responsible

AAP Team, grade level teachers, support staff and teachers

Target Dates or Schedule

Wednesdays 9:25 - 10:10

Evidence of Completion

Teacher activity proposals, student sign up sheets

Action Step 2

Provide Tutorial for students identified as needing Tier 2, Tier 3 or ESE support.

Person or Persons Responsible

Tutorial teachers, Reading Coach, Administration

Target Dates or Schedule

100 hours of before/after school tutoring 2X week 78 hours of Saturday tutorial

Evidence of Completion

Tutorial schedule and student attendance rosters

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Tutorial planning sheets, schedule, invitations, rosters and attendance sheets AAP activity menus, schedule, participation/attendance sheets

Person or Persons Responsible

Tutorial teachers, Reading Coach AAP Committee, Administration

Target Dates or Schedule

weekly, monthly, by semester

Evidence of Completion

Attendance sheets for Tutorial and AAP. Student data such as SRI, Discovery Ed, Reading Street, Go Math

Plan to Monitor Effectiveness of G1.B8.S1

Monitor student growth over time, using benchmark assessment data

Person or Persons Responsible

Tutorial Teachers, Reading Coach, Administration, AAP team

Target Dates or Schedule

Following each progress monitoring assessment

Evidence of Completion

Student data reports - SRI, Discovery Ed, Reading Street, Go math assessments

G1.B10 Lack of active student engagement,

G1.B10.S1 Implement the Lesson Study Cycle and provide opportunities to observe Cooperative Learning strategies via teacher/peer observations

Action Step 1

Schedule and provide opportunities for expert teachers to model Cooperative Learning strategies in the classroom

Person or Persons Responsible

Reading Coach, Grade Level Teams,

Target Dates or Schedule

Monthly beginning in October 2013

Evidence of Completion

Schedule & Lesson Plan

Facilitator:

Rebecca Groot, Reading Coach, Administration

Participants:

Grade Level Teams, Reading Coach, Administration

Action Step 2

Schedule Lesson Study Cycles with teams to plan standards aligned lessons, observe and reflect on effective engagement and instructional practices

Person or Persons Responsible

Reading Coach, Grade level teams, District Curriculum Support Staff, Administration

Target Dates or Schedule

October 2013, and additional dates as funds allow

Evidence of Completion

Schedule, & Lesson Plan

Facilitator:

Rebecca Groot, Reading Coach

Participants:

Grade Level Teams, Reading Coach, Administration

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Provide opportunities for peer observations, and reflection

Person or Persons Responsible

Reading Coach, Grade Level Teams, Administration

Target Dates or Schedule

following each Lesson Cycle

Evidence of Completion

Observation notes, data collection during observations, reflection notes

Plan to Monitor Effectiveness of G1.B10.S1

Review student assessment data & classroom walk-throughs

Person or Persons Responsible

Classroom teachers, Reading Coach, Administration

Target Dates or Schedule

Following progress monitoring assessments, & monthly walk throughs

Evidence of Completion

Assessment data & iObservation reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Carillon Elementary School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

G1.B4 Lack of knowledge of effective instructional strategies,

G1.B4.S1 Implement PLCs and PD on a weekly basis

PD Opportunity 1

Provide Instructional Rounds for Teachers

Facilitator

Administration, Reading Coach,

Participants

Grade Level Teachers

Target Dates or Schedule

Monthly, sub days provided

Evidence of Completion

Observation Notes, Learning Logs, Lesson Plans

PD Opportunity 2

Provide Professional Development for all teachers about the Gifted Framework and instructional implications.

Facilitator

Zenaida Rollins / Gifted Consultant

Participants

Classroom teachers, Gifted Teachers, Reading Coach, Administration

Target Dates or Schedule

September 26, 2013, October 14, 2013

Evidence of Completion

Sign in Sheet, Learning logs, lesson Plans

PD Opportunity 3

Schedule and conduct ongoing PLCs and PD focused on standards based instruction and practices aligned to CCSS

Facilitator

District Curriculum Support team (for Close Reading) Reading Coach, District Math Coach, District Writing Coach, District Science Coach

Participants

Classroom Teachers, Support teachers, Reading Coach, Administration

Target Dates or Schedule

During PLC meetings and Wednesday PD meetings Aug 28 & 29, 2013; Sept 11, 2013, Oct 4, 2013, Oct 8, 2013, Nov 5, 2013, Nov, 7, 8, 14, 15, 2013, Nov 20, 2013, Dec 16, 2013, Feb 26, 2014, Apr 30, 2014,

Evidence of Completion

PD Schedule, PLC schedule, sign in sheets, PLC Learning Logs, Lesson Plans

G1.B10 Lack of active student engagement,

G1.B10.S1 Implement the Lesson Study Cycle and provide opportunities to observe Cooperative Learning strategies via teacher/peer observations

PD Opportunity 1

Schedule and provide opportunities for expert teachers to model Cooperative Learning strategies in the classroom

Facilitator

Rebecca Groot, Reading Coach, Administration

Participants

Grade Level Teams, Reading Coach, Administration

Target Dates or Schedule

Monthly beginning in October 2013

Evidence of Completion

Schedule & Lesson Plan

PD Opportunity 2

Schedule Lesson Study Cycles with teams to plan standards aligned lessons, observe and reflect on effective engagement and instructional practices

Facilitator

Rebecca Groot, Reading Coach

Participants

Grade Level Teams, Reading Coach, Administration

Target Dates or Schedule

October 2013, and additional dates as funds allow

Evidence of Completion

Schedule, & Lesson Plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.	\$8,280
Total		\$8,280

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Other	Total
PD Funds; SIP funds	\$1,000	\$0	\$0	\$1,000
PD Funds; SIP Funds	\$0	\$0	\$2,000	\$2,000
PD funds; SIP Funds	\$0	\$3,280	\$0	\$3,280
PD funds; SIP funds	\$2,000	\$0	\$0	\$2,000
Total	\$3,000	\$3,280	\$2,000	\$8,280

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement standards based instruction using highly effective teaching strategies and differentiated instruction in Reading, Writing, Math and Science to maintain high levels of proficiency and learning gains for all students.

G1.B4 Lack of knowledge of effective instructional strategies,

G1.B4.S1 Implement PLCs and PD on a weekly basis

Action Step 1

Provide Instructional Rounds for Teachers

Resource Type

Professional Development

Resource

Substitute teachers, Marzano notebooks

Funding Source

PD Funds; SIP funds

Amount Needed

\$1,000

Action Step 2

Provide Professional Development for all teachers about the Gifted Framework and instructional implications.

Resource Type

Professional Development

Resource

Consultant Fee, substitute teacher expense each trimester

Funding Source

PD funds; SIP funds

Amount Needed

\$2,000

Action Step 3

Schedule and conduct ongoing PLCs and PD focused on standards based instruction and practices aligned to CCSS

Resource Type

Other

Resource

District Coaches & Content Support Team, substitute teachers, Books for Writing Study group, FETC Conference

Funding Source

PD Funds; SIP Funds

Amount Needed

\$2,000

G1.B10 Lack of active student engagement,

G1.B10.S1 Implement the Lesson Study Cycle and provide opportunities to observe Cooperative Learning strategies via teacher/peer observations

Action Step 1

Schedule and provide opportunities for expert teachers to model Cooperative Learning strategies in the classroom

Resource Type

Evidence-Based Program

Resource

Substitute teachers, Kagan Summer Institute registrations (summer 2014)

Funding Source

PD Funds; SIP Funds

Amount Needed

\$2,000

Action Step 2

Schedule Lesson Study Cycles with teams to plan standards aligned lessons, observe and reflect on effective engagement and instructional practices

Resource Type

Evidence-Based Program

Resource

Substitute teachers

Funding Source

PD funds; SIP Funds

Amount Needed

\$1,280