Carillon Elementary School

2016-17 Schoolwide Improvement Plan

Carillon Elementary School

3200 LOCKWOOD BLVD, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0441

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 Seminole 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Carillon Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Carillon Elementary School is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

b. Provide the school's vision statement.

Our vision for Carillon Elementary School includes a safe, welcoming, inclusive, and fun learning environment that is recognized as a model for differentiating instruction, student enrichment, and student achievement. Carillon supports the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.
*All students will perform at the highest levels.
*There will be equitable facilities and opportunities for all students.
*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

Carillon Elementary continues to strive to have students be "Capable, Connected, and Contributing." These Three C's have been part of Carillon Elementary since it was founded almost 20 years ago. This has not changed and will not change moving forward. In fact, our school community will have a renewed focus to highlight all Three C's in the coming years.

It is our contention that a high-performing school is more than just one that shows high student test scores. We believe that to be a high-performing school, students at our school need to be provided with the following elements, which correspond with our Three C's:
• Capable Students: academic success and application of learning
• Connected Students: engagement, motivation, and inspiration
• Contributing Students: opportunities for enrichment, exploration, and production

Each of those characteristics will be the driving force behind school initiatives and curriculum planning. Student safety, character building, and family involvement will always be embedded into this approach.
Any program that we decide to implement, continue with, or part ways with, will be because of its alignment/lack of alignment with our Three C's.

2. School Environment

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

Carillon Elementary works together with its students and families to learn about, and embrace each others' differences and similarities. We have several community events throughout the year including Book Fairs, parent curriculum nights, and numerous PTA sponsored events such as Muffins for Moms, Donuts for Dads and Spirit Night events. Parents of varying cultural backgrounds meet with teachers to share their experiences during two ESOL Parent Leadership Council meetings. All students are provided Mandarin Chinese instruction during the Specials rotation. Enrichment classes are provided weekly for all students during the school wide enrichment program, "SPACE Teams".

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

"Be Safe, Be Respectful, Be Responsible and Be Recognized" is the foundation of our behavior management program and fundamental in building a positive, safe environment at Carillon Elementary. These school wide expectations form the basis for our Positive Behavior Support program, and are evident throughout the day in all settings. Our PBS team, has created six Orbits to further connect our students and provide elements of friendly competition to our school program based on positive behavior, incentives, and a focus on the success of our students, rather than negative consequences.

c. 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.

All Carillon teachers and staff are trained on our Positive Behavior Support expectations. The PBS model emphasizes student safety, responsibility, respect and recognition. The PBS expectations focus on the "ABC"s (Academics, Behavior, and Citizenship) and our Three C's (Capable, Connected, Contributing) throughout the day, and supports and recognizes students efforts and accomplishments through the use of positive incentives.

The school wide expectations are posted and communicated to students during grade level assemblies. Incentives are earned and recognition is provided via the school-wide news and our school newsletter. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to.

d. 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.

Carillon Elementary has established various counseling opportunities to help meet the needs of our students. Classroom Guidance lessons focused on specific life skills and small group counseling is offered on topics such as anger management, social skills, grief, and divorce. Guidance Counselors are available for one on one counseling if needed. All grade levels will participate in ongoing life skills lessons as part of their Specials rotation during the third trimester, and students in grade 5 participate in the FOCUS program.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Carillon Elementary teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers

and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

2. 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.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Carillon Elementary has established strong community relationships through various community events, school events and Business Partnerships. Some examples include Boy Scouts, Girl Scouts, Pop Warner Cheer-leading, Lacrosse Space Teams (our school wide enrichment program), UCF partnerships, PTA events and Teach-In.

C. 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).

1. School Leadership Team

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

Name	Title
Windish, Daniel	Principal
Bailey, Pam	School Counselor
Flora, Jennifer	School Counselor
Dennen, Susan	Other
Spears, Joan	Instructional Coach
Rollins, Zenaida	Instructional Media
Granger, Shronda	Assistant Principal

b. Duties

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

The Principal, Assistant Principal, Guidance Counselors, and Instructional Coaches collaborate to oversee the MTSS process. The Assistant Principal, along with one of the Guidance Counselors creates a schedule for MTSS Team meetings, participates in weekly meetings, coordinates and approves all designated intervention and tutorial programs.

The Instructional Coaches coordinate and supervise the actual interventions and intervention

personnel. They also administers assessments, collects and analyzes data, and participates in all student MTSS meetings. When a student is identified as performing below proficiency, the Instructional Coach for that subject 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. ESE teachers monitor students through Support Facilitation in class, and provide consultation regarding the Tier 3 interventions and programs. Speech and Language Pathologists provide 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.

2. 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 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.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Daniel Windish	Principal
Christine Jamrok	Teacher
Cindy Hill	Teacher
Steve Masyada	Parent
Jennifer Williams	Parent
Viki Kelchner	Parent
Daniel Windish	Principal
Zenaida Rollins	Teacher
Christina Cush	Parent
Anne-Laure Muller	Parent
Marcnell Pierre	Parent
Edward Genao	Parent
Patti Graham	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The Carillon Elementary SAC met August 30, 2016 and September 13, 2016. The School Improvement plan was discussed, and it was shared what the goal would be like for this school year. A look at school grades and student FSA learning gains were discussed. The school-based initiatives were discussed and how they fit in with the district-wide goal for each student to make one year's growth in one year's time. The Elementary commitments were discussed at this meeting as well.

b. Development of this school improvement plan

District and school-based initiatives and needs were highlighted and discussed at the first two SAC meetings on August 30, 2016 and September 8, 2016. Through this sharing of initiatives, the SAC committee was able to provide input to the principal, which in turn assists with the problem solving process. Areas of concern include maintaining or increasing levels of proficiency in all academic areas and learning gains. This includes increasing levels of Learning Gains for all students in all subject areas. Leadership Team members participated in the problem-solving process. The draft plan is scheduled to be reviewed during the October 2016 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.

c. Preparation of the school's annual budget and plan

The SAC will meet October 11, 2016 to discuss and pass the SIP budget. The SAC determined that the funds were to be allocated for Professional Development needs that directly correlate to the instructional goal and actions of the 2016-2017 SIP.

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

The School Improvement funds were designated for technology and/or to help fund Professional Development opportunities for teachers, related to the SIP objectives/goals and Action Plan. Money

was spent for substitutes to provide teachers with additional planning opportunities and student conferencing opportunities.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Windish, Daniel	Principal
Bailey, Pam	School Counselor
Dennen, Susan	Teacher, K-12
Flora, Jennifer	School Counselor
Rollins, Zenaida	Instructional Media
Granger, Shronda	Assistant Principal
Spears, Joan	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Two major initiatives for 2016-2017 school year are the differentiation of instruction, including the clustering of Gifted and talented students to meet their enrichment needs, blending traditional and digital curriculum materials, the development of high year-yield strategies to guide the implementation of the Florida Standards. Additional initiatives include:
- To provide motivation and the love of reading for ALL students, parents and staff
- To encourage the reading of the Sunshine State Young Readers Award books.
- To communicate the school initiatives and help to resolve concerns in relation to reading and writing
- To update the staff about the best practices and updates in literacy education.
- To plan and implement Family Literacy Events - in collaboration with Book Fairs - 2X year
- To participate in the Oviedo Cluster trainings and collaboration sessions
- To provide supplemental information to parents
- To participate in district Professional Learning Networks
- To promote participation in Florida Literacy Week events

D. 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).

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

Carillon Elementary has implemented Professional Learning Communities (PLCs) to support collaborative planning and discussion of best practices in instruction, which are aligned to the SCPS instructional plans and Florida Standards. Grade levels have been provided with a common planning time and PLC time daily as well as designated Wednesday afternoons for additional collaborative

planning and differentiated professional development for teachers. Additionally, teachers are provided an extended PLC schedule to provide two extended (70 minute) PLC meetings as needed.

Carillon has partnered with the six other Oviedo Elementary Schools to encourage inter-school collaboration and professional development four times this year, including a mini-conference on October 13, 2016.

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

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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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 is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Carillon Elementary follows the SCPS Elementary Instructional Plans for Reading, Writing, Math, Science and Social Studies. The SCPS Instructional Plans are aligned to the Florida Standards and specific to each grade level.

b. Instructional Strategies

1. 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.

Carillon Elementary uses multiple data to guide and differentiate instruction to meet the diverse needs of students. Assessments are used as baseline, progress monitors, and as diagnostic tools to help track student growth over time, and determine specific needs. Based on the data and student growth, differentiation is determined, including enrichment and extension as well as remediation and acceleration. Assessments included are FSA, Standard based assessments, SRI, DRA, PASI, PSI, SIPPS, District provided unit assessments that correlate with our Instructional Frameworks.

2. 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: After School Program

Minutes added to school year: 9,000

Supplemental Academic Instruction funds will be used to provide "After- School" tutorial. One hundred sixteen 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 2-5. Additional opportunities will be provided to support students in grades 3-5 that make-up part of our bottom quartile, The RAP program is a reading support and motivational program provided to students in grades 1.

Strategy Rationale

We will focus on the academic needs of our students who comprise the lowest quartile and exhibit deficiencies in ELA and Math. This targeted support will support our proficiency levels as well as the learning gains for our lowest quartile.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Granger, Shronda, grangesz@scps.k12.fl.us

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

Data such as SRI Lexile, iStation, Standards-based assessments, Math Unit Assessments and PSI are 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.

Strategy: Summer Program

Minutes added to school year: 4,950

Summer Learning Camp

Strategy Rationale

Students in grade 3 who score below proficiency (Level 1 or Level 2) will be provided intensive intervention services in an effort to become proficient and/or achieve a Good Cause Exemption.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Granger, Shronda, grangesz@scps.k12.fl.us

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

Iowa Assessment

Strategy: Before School Program

Minutes added to school year: 3,000

Carillon Elementary will offer before-school computer lab time for students receiving ESE, and/or ESOL services and/or Tier 2/Tier 3 interventions in Reading and/or Math in grades 2-5.

Strategy Rationale

We will focus on the academic needs of our students who comprise the lowest quartile and exhibit deficiencies in ELA and Math. This targeted support will support our proficiency levels as well as the learning gains for our lowest quartile.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Granger, Shronda, grangesz@scps.k12.fl.us

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

Data such as SRI Lexile, iStation, GoMath and standards-based assessments are 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.

2. Student Transition and Readiness

a. 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).

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

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. Our school offers a School Tour shortly after the Kindergarten Registration Round-up and we offer an Open House Curriculum Night before school starts. Kindergarten teachers are available for individual conferences.

Presentations from area middle school representatives are given at least once a year to fifth graders zoned for each school. A trip is planned for fifth graders to visit the middle schools at the end of the school year.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Carillon Elementary Data exhibits a strength in proficiency percentages. 70% or more of our students scored at proficiency levels in all School Grade Categories.

Carillon Elementary Data exhibits an area of need in helping students exhibit learning gains, and in particular, in helping students in our bottom quartile exhibit learning gains in both ELA and Math.

Carillon Elementary Data exhibits an area of need in helping students achieve a higher level on FSA in both ELA and math.

5 Essential Survey information data exhibits an area of need in effective leadership. In particular, maintaining program coherence and influencing teacher were shown to be weak.

5 Essential Survey information data exhibits an area of need in teacher collaboration. In particular, building collaborative practices, collective responsibility, having quality professional development, and building teacher colleague trust were all shown as a weakness.

B. 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"Â? 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.

Having identified the problem, Carillon Elementary was able to determine some root causes.

Instruction for students that are not proficient has not been differentiated effectively across the school and across grade levels.

Leadership has transitioned during the school year with a new principal and again over the summer with a new assistant principal.

The school has an environmental separation with a large building separated from the other buildings.

Professional development has not been differentiated in the past.

C. Strategic Goals

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.   The goal for our faculty and staff will be to develop Capable, Connected, and Contributing students through increased creativity, collaboration, and commitment to a better understanding of (1) differentiated instruction, (2) the blending of traditional with digital resources, and (3) high-yield processing strategies.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The goal for our faculty and staff will be to develop Capable, Connected, and Contributing students through increased creativity, collaboration, and commitment to a better understanding of (1) differentiated instruction, (2) the blending of traditional with digital resources, and (3) high-yield processing strategies. `1a`

🔑 G086275

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	85.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0
ELA/Reading Gains	75.0
Math Gains	75.0
5Es Score: Program Coherence	60.0
5Es Score: Teacher Influence	65.0
5Es Score: Collaborative Teachers	60.0
5Es Score: Collective Responsibility	60.0
5Es Score: Teacher-Teacher Trust	60.0
FCAT 2.0 Science Proficiency	75.0
FSA ELA Achievement	85.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge of highly-effective instructional strategies including differentiation, blending of traditional and digital resources, and high-yield processing strategies.

- Lack of time for Creative solutions, Collaboration and relationship building, and a Commitment to school goals.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School Leadership Team (The Launch Team) including Administration, knowledgeable FTE, ELA Literacy Coach, Math and ESE Inclusion Coach, Guidance Counselors, ESE Instructional Support teachers, ESOL Support teachers, Educational Technology Facilitator (ETF), Media and Gifted Resource teacher, and other faculty members with advanced educational leadership degrees

- District Curriculum Support Team

- Instructional Frameworks

- Cooperative Learning Strategies

- Parental Support

- Support Staff

- Dividends

- School-wide Enrichment Program- (SPACE TEAMS)

- iObservation

- Tutorial Funding

- 21st Century Classroom- (The Collaboratory)

- Common Planning and PLC Time

- Extended PLC Time

- Progress Monitors

- iStation Digital Curriculum for ELA and Math

- MakerSpace

- Learning Commons

- Television Production Studio

- ELA Literacy Materials

- Math Materials

- PD Funds

- SAC School Improvement Funds

- Advanced Opportunities

- Extra-Curricular Activities- STEAM Related

- LifeSkills and Guidance Groups

- PBS Committee

- School Spirit Committee

Plan to Monitor Progress Toward G1. 8

Leadership team will monitor student assessment data results to ensure proficiency and growth. Special care will be taken to focus on bottom quartile learning gains and increases in collaboration across the instructional staff.

Person Responsible
Daniel Windish

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
All assessment data such as SRI, Standards based assessments, iStation, Go Math and Reading Street assessments, and dditional assessments such as PASI, PSI, DRA, and ORF will be utilized.

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. The goal for our faculty and staff will be to develop Capable, Connected, and Contributing students through increased creativity, collaboration, and commitment to a better understanding of (1) differentiated instruction, (2) the blending of traditional with digital resources, and (3) high-yield processing strategies. `1`

🔑 G086275

G1.B4 Lack of knowledge of highly-effective instructional strategies including differentiation, blending of traditional and digital resources, and high-yield processing strategies. `2`

🔑 B229217

G1.B4.S1 Provide teachers with differentiated PD that focuses on differentiated instruction, blended learning strategies, and high-yield processing strategies. `4`

🔑 S241723

Strategy Rationale

Knowledge of high-yield instructional strategies will increase with ongoing professional development and instructional choice

Action Step 1 `5`

The Leadership Team will create a Professional Development Schedule for the 2016-2017 school year. Update as necessary to focus on collaboration needs and the bottom quartile of students.

Person Responsible

Daniel Windish

Schedule

On 8/10/2016

Evidence of Completion

The PD Schedule will be part of the overall Master Schedule.

Action Step 2 `5`

The Leadership Team will meet prior to each Wednesday with PD options to plan details for the three areas: differentiated instruction, blended learning, and high-yield processing strategies that will also emphasize bottom quartile student needs and teacher collaboration needs.

Person Responsible

Daniel Windish

Schedule

Every 3 Weeks, from 8/17/2016 to 5/31/2017

Evidence of Completion

We will utilize PD Place registration and sign-in sheets for each session. Information from each session will be placed on the school staff eCampus page for reference.

Action Step 3 `5`

Have teachers participate in PD options at our school and at an Oviedo Elementary Schools conference and collaboration sessions.

Person Responsible

Daniel Windish

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PD

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

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

Person Responsible

Shronda Granger

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

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

Person Responsible

Daniel Windish

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

iObservation reports, data reports

G1.B4.S2 Hold weekly PLC's with instructional coaches for the subjects of ELA and math. 4

🔑 S241724

Strategy Rationale

Weekly collaboration and help with planning from instructional coaches will lead to increased knowledge of high-yield instructional strategies

Action Step 1 5

Leadership Team will create a PLC structure for ELA Literacy Instruction and Mathematics Instruction and update as necessary to meet needs of bottom quartile students and monitor learning gains of all students.

Person Responsible

Daniel Windish

Schedule

On 5/31/2017

Evidence of Completion

This will be part of the beginning of the year information teachers and staff will be provided during pre-planning.

Action Step 2 5

Instructional Coaches will plan PLC sessions as needed throughout the school year.

Person Responsible

Joan Spears

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Materials and resources will be kept on the eCampus Course. Weekly faculty/staff newsletter will provide details to teachers on the topics for each PLC session and the resources to bring to those meetings.

Action Step 3 `5`

Administration will plan and organize PLC Data Checks to monitor progress of students and align resources to help address needs.

Person Responsible

Daniel Windish

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

The Data Board in the administrative conference room will address progress of students, especially students in the bottom quartile.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Administration will have formal and informal talks about the PLC sessions and sit in on the sessions as needed.

Person Responsible

Daniel Windish

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Instructional coaches and team leaders will provide the resources and content of PLC meetings in our shared drive and our staff eCampus course.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Classroom observations and walkthroughs, as well as student data, will be conducted and analyzed for effectiveness.

Person Responsible

Daniel Windish

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Reports from iObservation and the various assessment platforms will be used to demonstrate effectiveness.

G1.B4.S3 Seek out books and purchase books that focus on differentiated instruction, blended learning strategies, and high-yield processing strategies for book studies and allow teams and individuals to choose a meaningful option. 4

🔍 S241725

Strategy Rationale

By allowing choice on the books sought and utilized, teachers will increase their highly-effective use of differentiation, blending, and high-yield processing strategies.

Action Step 1 5

Seek out and create a list of books that combine differentiated instruction, blended instructional practices, and/or high-yield processing strategies with literacy components.

Person Responsible

Joan Spears

Schedule

On 10/31/2016

Evidence of Completion

Action Step 2 5

Seek out and create a list of books that combine differentiated instruction, blended instructional practices, and/or high-yield processing strategies with mathematical components.

Person Responsible

Shronda Granger

Schedule

On 11/30/2016

Evidence of Completion

Action Step 3 `5`

Have teachers choose from the list of books, purchase the books, and conduct self-guided book studies for teachers to participate.

Person Responsible

Daniel Windish

Schedule

On 11/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Teachers will turn in progress on self-guided book study.

Person Responsible

Daniel Windish

Schedule

Monthly, from 12/1/2016 to 5/31/2017

Evidence of Completion

Reflections from teachers will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Administrators will conduct walkthroughs and observations to look for evidence of effectiveness.

Person Responsible

Daniel Windish

Schedule

Monthly, from 12/1/2016 to 5/31/2017

Evidence of Completion

Reports from iObservation and reflections on the DPP will be used as evidence.

G1.B4.S4 Provide teachers with substitutes to conduct classroom walkthroughs with instructional coaches throughout the year. 4

🔑 S241726

Strategy Rationale

Instructional coaches will know the strengths of certain teachers and will know best how to walk teachers through those classrooms to observe. This will build capacity and improve instruction. It will also increase leadership capacity in strong teachers.

Action Step 1 5

The leadership team will identify strong teachers in the areas of differentiated instruction, blended learning, and processing strategies while simultaneously identifying teachers with needs in those areas. A schedule will be created to allow for guided peer walkthroughs with the instructional coaches.

Person Responsible

Joan Spears

Schedule

Triannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Reflection logs and the schedule created will be evidence of completion.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Leadership team meetings and discussions will be used to monitor fidelity.

Person Responsible

Daniel Windish

Schedule

Triannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

The leadership team meetings will be used as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 `7`

Evaluative walkthroughs and student data analysis will be done to monitor for effectiveness.

Person Responsible

Daniel Windish

Schedule

Triannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

The student data results and iObservation reports will be used to monitor for effectiveness.

G1.B4.S5 Provide opportunities for teachers to walkthrough classrooms around campus to look for ideas and inspiration. `4`

🔑 S241727

Strategy Rationale

This will help connect staff members and improve instruction as teachers find additional ideas from one another.

Action Step 1 `5`

Select dates and provide teachers with time for walking through classrooms after school and various focuses for those walks.

Person Responsible

Daniel Windish

Schedule

Triannually, from 8/31/2016 to 5/31/2017

Evidence of Completion

Reflection logs will be collected as evidence.

Plan to Monitor Fidelity of Implementation of G1.B4.S5 `6`

Administrators and school leadership team will participate to ensure fidelity.

Person Responsible

Daniel Windish

Schedule

Triannually, from 8/31/2016 to 5/31/2017

Evidence of Completion

The reflection logs will be collected and analyzed for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 `7`

Classroom walkthroughs and student progress reports will be used to monitor for effectiveness.

Person Responsible

Schedule

Triannually, from 8/31/2016 to 5/31/2017

Evidence of Completion

Reports from iObservation will be used as evidence of the effectiveness of this action step.

G1.B14 Lack of time for Creative solutions, Collaboration and relationship building, and a Commitment to school goals. 2

🔍 B229227

G1.B14.S1 Recruit, develop, and encourage members of a school leadership team. 4

🔍 S241730

Strategy Rationale

A strong leadership team will provide the school with creative solutions and increase teacher and staff collaboration and commitment.

Action Step 1 5

Hold regular leadership team meetings.

Person Responsible

Daniel Windish

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Leadership team agendas and our school staff newsletter, "The Launch Pad" will be evidence of the meetings.

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Leadership team will run self-checks to make sure they are being heard and utilized correctly.

Person Responsible

Daniel Windish

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will be found in the weekly staff newsletter, "The Launch Pad."

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 `7`

Observations of the leadership team will be done to monitor for the effectiveness.

Person Responsible

Daniel Windish

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Reports from iObservation and student progress monitors will be used as evidence of the effectiveness.

G1.B14.S2 Build in time to the Master Schedule and School Calendar that allows for structured Professional Learning Communities, planning with ESE and ESOL support teachers, guided classroom walkthroughs, and classroom visitations. `4`

🔍 S241731

Strategy Rationale

By building in time that allows for these types of activities, instructional staff will have access to creative solutions, be able to collaborate on a regular basis, and be committed to our school vision.

Action Step 1 `5`

Create a centralized Master Schedule and School Calendar for the 2016-2017 school year. Update as necessary.

Person Responsible

Daniel Windish

Schedule

On 8/10/2016

Evidence of Completion

Master Schedule will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B14.S2 `6`

Master Schedule will be reviewed on a regular basis by the leadership team.

Person Responsible

Daniel Windish

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Observations will be used to make sure Master Schedule is being utilized with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B14.S2 `7`

Data analysis and classroom observations will be done to monitor for the effectiveness.

Person Responsible

Schedule

Evidence of Completion

Reports from various student progress monitors, EdInsight Reports, and iObservation reports will be used as evidence of effectiveness.

G1.B14.S3 Seek out opportunities and programs to utilize strengths of the school that will help instruction of all students. 4

🔑 S241732

Strategy Rationale

By seeking out and utilizing various opportunities and programs, our school will find ways to reach all learning levels.

Action Step 1 5

Carillon will utilize the School Advisory Council to seek out opportunities, programs and other uses of School Improvement funds.

Person Responsible

Daniel Windish

Schedule

On 11/8/2016

Evidence of Completion

The SAC Agenda and Minutes will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B14.S3 6

The School Leadership Team will seek out opportunities and programs throughout the school year to help students make learning gains. For example, iStation Reading and Math, DRA, Kagan Workshops, etc.

Person Responsible

Daniel Windish

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Leadership team agendas and monitoring of purchased programs will be done to ensure fidelity to implementation.

Plan to Monitor Effectiveness of Implementation of G1.B14.S3 `7`

Student data analysis will be done to monitor for effectiveness.

Person Responsible

Daniel Windish

Schedule

Biweekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Reports from student progress monitors will be used as evidence of effectiveness.

G1.B14.S4 Utilize school-wide Orbits (vertical teams) to plan activities and articulate needs. 4

🔑 S241733

Strategy Rationale

An increase in collaboration will lead to increased trust and capacity in teachers and therefore improved and targeted instruction.

Action Step 1 5

Hold various School Spirit, PBS Committee Meetings throughout the year.

Person Responsible

Zenaida Rollins

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Action Step 2 5

Hold articulation meetings three times a year in order to allow teachers to collaborate across grade levels and within their "Orbits."

Person Responsible

Zenaida Rollins

Schedule

Triannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B14.S4 6

Administration and school leadership team members will participate in these meetings.

Person Responsible

Daniel Windish

Schedule

Triannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Reflections in DPP iObservation reports will be used as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B14.S4 `7`

Classroom observations and walkthroughs will be used to monitor for effectiveness.

Person Responsible

Daniel Windish

Schedule

On 5/31/2017

Evidence of Completion

Lesson plans, student results, and iObservation reports will be used as evidence of effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B14.S2.MA1 🔍 M322488	Data analysis and classroom observations will be done to monitor for the effectiveness.		No Start Date	Reports from various student progress monitors, EdInsight Reports, and iObservation reports will be used as evidence of effectiveness.	No End Date one-time
G1.B4.S1.A1 🔍 A312831	The Leadership Team will create a Professional Development Schedule for the 2016-2017 school year....	Windish, Daniel	8/3/2016	The PD Schedule will be part of the overall Master Schedule.	8/10/2016 one-time
G1.B14.S2.A1 🔍 A312847	Create a centralized Master Schedule and School Calendar for the 2016-2017 school year. Update as...	Windish, Daniel	8/3/2016	Master Schedule will be used as evidence.	8/10/2016 one-time
G1.B4.S3.A1 🔍 A312837	Seek out and create a list of books that combine differentiated instruction, blended instructional...	Spears, Joan	10/3/2016		10/31/2016 one-time
G1.B14.S3.A1 🔍 A312848	Carillon will utilize the School Advisory Council to seek out opportunities, programs and other...	Windish, Daniel	10/11/2016	The SAC Agenda and Minutes will be used as evidence.	11/8/2016 one-time
G1.B4.S3.A2 🔍 A312838	Seek out and create a list of books that combine differentiated instruction, blended instructional...	Granger, Shronda	10/3/2016		11/30/2016 one-time
G1.B4.S3.A3 🔍 A312839	Have teachers choose from the list of books, purchase the books, and conduct self-guided book...	Windish, Daniel	11/1/2016		11/30/2016 one-time
G1.MA1 🔍 M322494	Leadership team will monitor student assessment data results to ensure proficiency and growth....	Windish, Daniel	8/10/2016	All assessment data such as SRI, Standards based assessments, iStation, Go Math and Reading Street assessments, and dditional assessments such as PASI, PSI, DRA, and ORF will be utilized.	5/31/2017 monthly
G1.B4.S1.MA1 🔍 M322472	Monitor teacher's application of effective instruction practices through weekly walk-throughs, and...	Windish, Daniel	8/10/2016	iObservation reports, data reports	5/31/2017 daily
G1.B4.S1.MA1 🔍 M322473	Monitor teacher participation and classroom implementation through walk-throughs and the...	Granger, Shronda	8/10/2016	Learning logs, sign in sheets, iObservation reports, assessment data reports (SRI, Discover Ed)	5/31/2017 monthly
G1.B4.S1.A2 🔍 A312832	The Leadership Team will meet prior to each Wednesday with PD options to plan details for the three...	Windish, Daniel	8/17/2016	We will utilize PD Place registration and sign-in sheets for each session. Information from each session will be placed on the school staff eCampus page for reference.	5/31/2017 every-3-weeks
G1.B4.S1.A3 🔍 A312833	Have teachers participate in PD options at our school and at an Oviedo Elementary Schools...	Windish, Daniel	8/10/2016	PD	5/31/2017 monthly
G1.B14.S1.MA1 🔍 M322486	Observations of the leadership team will be done to monitor for the effectiveness.	Windish, Daniel	8/3/2016	Reports from iObservation and student progress monitors will be used as evidence of the effectiveness.	5/31/2017 weekly
G1.B14.S1.MA1 🔍 M322487	Leadership team will run self-checks to make sure they are being heard and utilized correctly.	Windish, Daniel	8/3/2016	Evidence will be found in the weekly staff newsletter, "The Launch Pad."	5/31/2017 weekly
G1.B14.S1.A1 🔍 A312846	Hold regular leadership team meetings.	Windish, Daniel	8/3/2016	Leadership team agendas and our school staff newsletter, "The Launch Pad" will be evidence of the meetings.	5/31/2017 biweekly
G1.B4.S2.MA1 🔍 M322474	Classroom observations and walkthroughs, as well as student data, will be conducted and analyzed...	Windish, Daniel	8/10/2016	Reports from iObservation and the various assessment platforms will be used to demonstrate effectiveness.	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1 M322475	Administration will have formal and informal talks about the PLC sessions and sit in on the...	Windish, Daniel	8/10/2016	Instructional coaches and team leaders will provide the resources and content of PLC meetings in our shared drive and our staff eCampus course.	5/31/2017 weekly
G1.B4.S2.A1 A312834	Leadership Team will create a PLC structure for ELA Literacy Instruction and Mathematics...	Windish, Daniel	8/3/2016	This will be part of the beginning of the year information teachers and staff will be provided during pre-planning.	5/31/2017 one-time
G1.B4.S2.A2 A312835	Instructional Coaches will plan PLC sessions as needed throughout the school year.	Spears, Joan	8/3/2016	Materials and resources will be kept on the eCampus Course. Weekly faculty/staff newsletter will provide details to teachers on the topics for each PLC session and the resources to bring to those meetings.	5/31/2017 weekly
G1.B4.S2.A3 A312836	Administration will plan and organize PLC Data Checks to monitor progress of students and align...	Windish, Daniel	8/10/2016	The Data Board in the administrative conference room will address progress of students, especially students in the bottom quartile.	5/31/2017 monthly
G1.B14.S2.MA1 M322489	Master Schedule will be reviewed on a regular basis by the leadership team.	Windish, Daniel	8/3/2016	Observations will be used to make sure Master Schedule is being utilized with fidelity.	5/31/2017 biweekly
G1.B4.S3.MA1 M322476	Administrators will conduct walkthroughs and observations to look for evidence of effectiveness.	Windish, Daniel	12/1/2016	Reports from iObservation and reflections on the DPP will be used as evidence.	5/31/2017 monthly
G1.B4.S3.MA1 M322477	Teachers will turn in progress on self-guided book study.	Windish, Daniel	12/1/2016	Reflections from teachers will be used as evidence.	5/31/2017 monthly
G1.B14.S3.MA1 M322490	Student data analysis will be done to monitor for effectiveness.	Windish, Daniel	8/3/2016	Reports from student progress monitors will be used as evidence of effectiveness.	5/31/2017 biweekly
G1.B14.S3.MA1 M322491	The School Leadership Team will seek out opportunities and programs throughout the school year to...	Windish, Daniel	8/3/2016	Leadership team agendas and monitoring of purchased programs will be done to ensure fidelity to implementation.	5/31/2017 biweekly
G1.B4.S4.MA1 M322478	Evaluative walkthroughs and student data analysis will be done to monitor for effectiveness.	Windish, Daniel	8/10/2016	The student data results and iObservation reports will be used to monitor for effectiveness.	5/31/2017 triannually
G1.B4.S4.MA1 M322479	Leadership team meetings and discussions will be used to monitor fidelity.	Windish, Daniel	8/10/2016	The leadership team meetings will be used as evidence of fidelity.	5/31/2017 triannually
G1.B4.S4.A1 A312840	The leadership team will identify strong teachers in the areas of differentiated instruction,...	Spears, Joan	8/10/2016	Reflection logs and the schedule created will be evidence of completion.	5/31/2017 triannually
G1.B14.S4.MA1 M322492	Classroom observations and walkthroughs will be used to monitor for effectiveness.	Windish, Daniel	8/10/2016	Lesson plans, student results, and iObservation reports will be used as evidence of effectiveness.	5/31/2017 one-time
G1.B14.S4.MA1 M322493	Administration and school leadership team members will participate in these meetings.	Windish, Daniel	8/10/2016	Reflections in DPP iObservation reports will be used as evidence of fidelity.	5/31/2017 triannually
G1.B14.S4.A1 A312849	Hold various School Spirit, PBS Committee Meetings throughout the year.	Rollins, Zenaida	8/10/2016		5/31/2017 monthly
G1.B14.S4.A2 A312850	Hold articulation meetings three times a year in order to allow teachers to collaborate across...	Rollins, Zenaida	8/10/2016		5/31/2017 triannually
G1.B4.S5.MA1 M322480	Classroom walkthroughs and student progress reports will be used to monitor for effectiveness.		8/31/2016	Reports from iObservation will be used as evidence of the effectiveness of this action step.	5/31/2017 triannually
G1.B4.S5.MA1 M322481	Administrators and school leadership team will participate to ensure fidelity.	Windish, Daniel	8/31/2016	The reflection logs will be collected and analyzed for fidelity of implementation.	5/31/2017 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S5.A1 A312841	Select dates and provide teachers with time for walking through classrooms after school and various...	Windish, Daniel	8/31/2016	Reflection logs will be collected as evidence.	5/31/2017 triannually

V. Professional Development Opportunities

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

G1. The goal for our faculty and staff will be to develop Capable, Connected, and Contributing students through increased creativity, collaboration, and commitment to a better understanding of (1) differentiated instruction, (2) the blending of traditional with digital resources, and (3) high-yield processing strategies.

G1.B4 Lack of knowledge of highly-effective instructional strategies including differentiation, blending of traditional and digital resources, and high-yield processing strategies.

G1.B4.S1 Provide teachers with differentiated PD that focuses on differentiated instruction, blended learning strategies, and high-yield processing strategies.

PD Opportunity 1

Have teachers participate in PD options at our school and at an Oviedo Elementary Schools conference and collaboration sessions.

Facilitator

Daniel Windish, Oviedo area Elementary School Principals

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B4.S3 Seek out books and purchase books that focus on differentiated instruction, blended learning strategies, and high-yield processing strategies for book studies and allow teams and individuals to choose a meaningful option.

PD Opportunity 1

Have teachers choose from the list of books, purchase the books, and conduct self-guided book studies for teachers to participate.

Facilitator

Daniel Windish

Participants

Instructional Staff

Schedule

On 11/30/2016

G1.B4.S4 Provide teachers with substitutes to conduct classroom walkthroughs with instructional coaches throughout the year.

PD Opportunity 1

The leadership team will identify strong teachers in the areas of differentiated instruction, blended learning, and processing strategies while simultaneously identifying teachers with needs in those areas. A schedule will be created to allow for guided peer walkthroughs with the instructional coaches.

Facilitator

Joan Spears

Participants

Instructional Staff

Schedule

Triannually, from 8/10/2016 to 5/31/2017

G1.B4.S5 Provide opportunities for teachers to walkthrough classrooms around campus to look for ideas and inspiration.

PD Opportunity 1

Select dates and provide teachers with time for walking through classrooms after school and various focuses for those walks.

Facilitator

Daniel Windish

Participants

Instructional Staff

Schedule

Triannually, from 8/31/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B14.S1.A1	Hold regular leadership team meetings.	$0.00
2	G1.B14.S2.A1	Create a centralized Master Schedule and School Calendar for the 2016-2017 school year. Update as necessary.	$0.00
3	G1.B14.S3.A1	Carillon will utilize the School Advisory Council to seek out opportunities, programs and other uses of School Improvement funds.	$4,370.66

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0441 - Carillon Elementary School	School Improvement Funds		$4,370.66
		Notes: Budget will utilized as designated by School Advisory Council.			

4	G1.B14.S4.A1	Hold various School Spirit, PBS Committee Meetings throughout the year.	$0.00
5	G1.B14.S4.A2	Hold articulation meetings three times a year in order to allow teachers to collaborate across grade levels and within their "Orbits."	$0.00
6	G1.B4.S1.A1	The Leadership Team will create a Professional Development Schedule for the 2016-2017 school year. Update as necessary to focus on collaboration needs and the bottom quartile of students.	$0.00
7	G1.B4.S1.A2	The Leadership Team will meet prior to each Wednesday with PD options to plan details for the three areas: differentiated instruction, blended learning, and high-yield processing strategies that will also emphasize bottom quartile student needs and teacher collaboration needs.	$0.00
8	G1.B4.S1.A3	Have teachers participate in PD options at our school and at an Oviedo Elementary Schools conference and collaboration sessions.	$0.00
9	G1.B4.S2.A1	Leadership Team will create a PLC structure for ELA Literacy Instruction and Mathematics Instruction and update as necessary to meet needs of bottom quartile students and monitor learning gains of all students.	$0.00
10	G1.B4.S2.A2	Instructional Coaches will plan PLC sessions as needed throughout the school year.	$0.00
11	G1.B4.S2.A3	Administration will plan and organize PLC Data Checks to monitor progress of students and align resources to help address needs.	$0.00
12	G1.B4.S3.A1	Seek out and create a list of books that combine differentiated instruction, blended instructional practices, and/or high-yield processing strategies with literacy components.	$0.00
13	G1.B4.S3.A2	Seek out and create a list of books that combine differentiated instruction, blended instructional practices, and/or high-yield processing strategies with mathematical components.	$0.00
14	G1.B4.S3.A3	Have teachers choose from the list of books, purchase the books, and conduct self-guided book studies for teachers to participate.	$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	0441 - Carillon Elementary School	Other		$2,000.00
			Notes: PD Funds will be used as needed.			
15	G1.B4.S4.A1	**The leadership team will identify strong teachers in the areas of differentiated instruction, blended learning, and processing strategies while simultaneously identifying teachers with needs in those areas. A schedule will be created to allow for guided peer walkthroughs with the instructional coaches.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	0441 - Carillon Elementary School	Other		$2,000.00
			Notes: Substitutes needed for completion of this action step and be used from PD funds.			
16	G1.B4.S5.A1	**Select dates and provide teachers with time for walking through classrooms after school and various focuses for those walks.**				**$0.00**
					Total:	**$8,370.66**