

Polk County Public Schools

Carlton Palmore Elementary School



2016-17 Schoolwide Improvement Plan

Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Carlton Palmore Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our school wide culture is built on valuing our students and recognizing the greatness within. We invest time and plan activities at the beginning of each year to build relationships with our students. There are many opportunities for students to be involved in leadership roles and teams which are facilitated by faculty members. This promotes relationships among teachers and students beyond the classroom.

Annually, we celebrate our students' cultures through our Multi-Cultural event in February - Teaching Others to

Respect Culture and Heritage - this is a family event to introduce our students to the diverse cultures represented by our students and their families. Students experience real-life relevance by stamping passports as they visit the various countries represented by our students' heritage and see the clothing, taste the food, hear the music, and learn the cultural traditions of many nations.

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

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

Carlton Palmore Elementary Staff creates an environment where children feel safe and respected before, during and after school by setting clear school-wide procedures and expectations both academically and behaviorally. All members of our staff have read the book, "Leader in Me". Through reading the book and focusing on the 7-habits prescribed in this book we empower our students to make good choices, create a plan, work first then play, think win-win, listen before they speak, work together, find balance, and determining their personal mission.

These habits create a positive culture built on mutual understanding and collaborative cooperation. There are many safety practices in place. All doors are locked and require a key to open. Students are encouraged to express any concerns if they have worries about safety. Students are never alone and must move throughout the building with a buddy or adult. Our students participate in anti-bullying education and we follow a zero-tolerance bullying policy.

Student safety leaders are posted throughout the building before and after school to provide assistance during arrival and dismissal. All students are under the direct supervision of adults. All staff members have arrival and dismissal posts to ensure student safety.

Our students feel safe to think and speak about their academic learning as we have a set of school-wide and high yield strategies that are followed by the teachers in each classroom and the children are introduced to these

expectations and know what to expect during the learning day. Writing rubrics that are used consistently across the grade levels are implemented and built on the knowledge previously learned from one grade to the next. In every classroom "Thinking Maps" are used as our primary graphic organizers, writing expectations are posted in every classroom and followed in all writing across the curriculum. Journals are implemented in all academic areas at all grade levels and the procedures for the use of those journals stay consistent; therefore, students know the expectations and format as they matriculate from one grade to the next and the work becomes more rigorous in nature. We also have a school-wide Positive Behavior Support System integrated with the 7-Habits, that includes CHAMPS, with a manual that is sent home and signed by parents. All classrooms use the "Clip System" and the recognition of "Exemplary Leader" tickets. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected.

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.

At Carlton Palmore Elementary, we have established a leadership framework based on Stephen Covey's book, "The 7 Habits of Highly Effective People" and "The Leader In Me". Covey presents a holistic, integrated, principle-centered approach for addressing challenges and living the very best version of your life. This system is woven with our District's PBS and CHAMPS initiatives to provide a strong foundation for good character and student leadership. Our proactive framework of setting clear expectations and using a common language reduces the need for reactive behavioral consequences. We believe that we have an obligation to address more than the academic needs of our students. We must also help them mature through the continuum of moving from dependence, to independence, and ultimately to interdependence, giving them the skills they need to thrive. Our leadership framework, based upon the 6 Pillars of Character and the 7 Habits provides students the opportunity to learn to serve, to identify their strengths and interests, to set goals and track their progress, and to find their voice to make a difference in the world. This framework calls upon the adults in the school to learn, model, and teach these principles and character traits/habits to our students. Through our understanding, we build understanding in our students. Through our modeling, we show our students how to be their most excellent selves. Through our teaching, these tenets become ubiquitous throughout every corner of our school.

Exemplary Leaders are recognized for meeting the leadership framework expectations. Using the 7 Habits, grade level teams have developed the expectations for good behavior through CHAMPS. Students are selected monthly as representatives from their classrooms to be celebrated for demonstrating good character and leadership. Through the integration of the PBS system, 7 - habits and CHAMPS we focus on increasing positive behavior and the importance of being a leader of "self" through our choices, in order for the child to then focus on their own achievement and learning. Clear and consistent behavioral expectations are school-wide and all staff members are hoping to be trained officially on "7 Habits of Happy Kids" by the Covey institute in the near future in order to move through this program with fidelity. Students are taught the 7 habits and the school-wide behavioral expectations (CHAMPS) during the first week of school. Each classroom also

monitors behavior through a "clip system" that is described in a parent handbook that is sent home and reviewed by each parent.

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.

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

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	3	18	7	14	9	13	0	0	0	0	0	0	0	64
One or more suspensions	9	1	10	18	10	8	0	0	0	0	0	0	0	56
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	25	12	0	0	0	0	0	0	0	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	6	2	11	5	13	0	0	0	0	0	0	0	38

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

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Carlton Palmore Elementary builds positive relationships with families to increase involvement by conducting three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. Every other month beginning in October, a school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on the wall in the main entrance to the campus. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we have a "CPE events" that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is turned into administration every semester.

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.

Evidence continues to be positive and convincing that students make great gains when schools engage families and community in their learning. CPE has established a great School Advisory Committee that involves our community members. We keep our community partners up to date on school events and school-wide data at every SAC Meeting. Our school marquee is also up to date with school functions and spirit nights that let everyone know of upcoming events. We also host an All Pro Dads monthly breakfast at the Cleveland Heights Golf Course. The school reached out to the community in the local newspaper for mentors and business sponsors. Brochures are being created to bring in local businesses as business partners and to support "The Leader in Me" school-wide initiative.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Baker, Jamie	Instructional Coach
Showers-Coy, Sommer	School Counselor
Peterson, Briann	Instructional Coach
Maslyn, Jessica	Teacher, K-12
Zimmerman, Ann	Teacher, ESE

b. Duties

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

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

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

decisionmaking;

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

Briann Peterson: Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated literacy curriculum for students. Roles and responsibilities include: Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Provide follow-up support for professional development in the assigned content area..

Jamie Baker: Responsible for teacher-to-teacher classroom support, modeling, mentoring and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based strategies and programs; and school improvement. The Intervention Facilitator will assist with developing and implementing behavior supports at all levels, including: Assisting the leadership team to review school wide data, and plan, implement and monitor strategies to teach school wide rules and expectations, helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies, developing, implementing and monitoring behavior plans based on Functional Behavioral Analysis for individual students, and FLSA Status. Communicate with parent, teachers and administration.

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

Ann Zimmerman: This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role serves as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

Sommer Showers-Coy: Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. This position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.

Jessica Maslyn: This position consists of working with students that need enrichment and working with classroom teachers with students that need ACCEL or enrichment. Assisting the leadership team to review school wide data of our enrichment students is one of the responsibilities of this position as well as identifying students that need to be tested for our gifted program.

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

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

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

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

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

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

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

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

Supplemental Academic Instruction (SAI)

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kris Wells	Business/Community
Sommer Showers Coy	Business/Community
Nikki Jones	Education Support Employee
Badonna Dardis	Principal
Tonetta Morris-Freeman	Teacher
Darlene Czerwinski	Education Support Employee
Kevin Gilds	Parent
Jamie Baker	Education Support Employee
Ann Zimmerman	Education Support Employee
Belinda Perez	Teacher
Christina Mansker	Parent
Morgan Johnson	Parent
Alaina Barrow	Parent
Brieann Peterson	Parent
Xiomara Hernandez	Parent
Kevin Carson	Parent
Walter Gaskin	Business/Community
Carlos Rivera	Parent
Martell Thomas	Student

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

**Evaluation of last year's school improvement plan

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

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

recommendations and approved the SIP.

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

**Describe the use of school improvement funds allocated

b. Development of this school improvement plan

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

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

Currently we do not have any funds allocated for projects.

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

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

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
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Teets, Ruthie	Administrative Support
Pierce, Audra	Teacher, K-12
McClain, Meagan	Teacher, K-12
Leskis, Lindsey	Teacher, K-12
Maldonado, Kristen	Teacher, K-12
Peterson, Briann	Instructional Coach
Lockhart, Kristin	Teacher, K-12
McCloy, Janice	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

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

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

*Utilize the Department of Recruitment and Retention to provide assistance on all hiring and placement procedures

*Recruitment of highly qualified instructional personnel by office interviews and checking references.

*Carlton Palmore organizes a common planning time, professional development for growth and mentoring/support as needed. The staff that are responsible for these strategies are the administration, teachers and leadership team.

*Administration meets monthly with new teachers. New teachers are partnered with a mentor (veteran teacher).

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

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

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

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.

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

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.

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

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: Extended School Day

Minutes added to school year: 30

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Administration will be monitoring the end of unit assessments, formative assessments, FAIR and IBTP assessments with our teachers to check for effectiveness of our extended day. Each individual teacher keeps a data notebook of weekly and end of unit assessments. Teachers also have evidence of re-teaching to mastery.

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. Â§ 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.

- Kindergarten Round-up is held in April every year. This is a time for parents to come and enroll their children for Kindergarten.
- We host a Patriot Preview in April for all parents of incoming Kindergarten students. At our preview our Administration introduces each Kindergarten teacher. The Kindergarten teachers narrate a slide

show that provides parents with a great overview of our curriculum, school, and a day in the life of a kindergarten student. Parents are provided with brochures and other information about resources available in Polk County. Kindergarten expectations are explained and parents are given sample activities to work with their children ensuring a smooth transition from early childhood programs to elementary school programs.

- Two ESE PRE-K programs
- Within the first thirty days of school, the Florida Kindergarten Readiness Screening (FKLRS) is administered by Kindergarten Teachers. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). The results from FKLRS and FAIR are analyzed to group students according to specific skills in order to meet the individual needs of students. Students, who are identified by Child Find with special needs, participate in the ESE Pre-K program in order to provide service to students with low readiness rates.
- Standards Based Assessment Report Card is utilized in Kindergarten, first and second grade.
- Parents of outgoing 5th graders are invited to the local middle schools to an orientation and the 5th graders go on a field trip to the local middle schools prior to matriculation to 6th grade.
- The strings teacher teaches at our school and at the middle school.
- Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why they need to focus on learning and becoming proficient in math and reading.

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.

N/A

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

N/A

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

N/A

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. Â§ 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.

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" 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.

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.** Carlton Palmore Elementary will continue and expand "The Leader In Me" program to engage the entire Carlton Palmore Community in developing students into leaders.
- G2.** All teachers will implement differentiated instruction in order to increase student achievement in our bottom quartile.
- G3.** Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas.
- G4.** All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Carlton Palmore Elementary will continue and expand "The Leader In Me" program to engage the entire Carlton Palmore Community in developing students into leaders. 1a

G087088

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	0.0

Targeted Barriers to Achieving the Goal 3

- Parent involvement in order to create future student leaders that take ownership of their learning and behavior.
- Full implementation of the 7-habits by staff in order to teach the students the leadership skills needed to improve their academic achievement, attendance, behavior and interactions with others to get them college and career ready,

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader in Me - Covey Institute
- Principal
- Leadership Team
- Book "Leader In Me"

Plan to Monitor Progress Toward G1. 8

Increase in student achievement, decrease in discipline referrals, increase in leadership recognition, student data notebooks and stakeholder surveys.

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Student formative and summative assessments, data notebooks, discipline data and cultural/ climate survey.

G2. All teachers will implement differentiated instruction in order to increase student achievement in our bottom quartile. 1a

G087089

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding how to meet the complexity level of the standard, yet differentiate instruction to meet the needs of the students in order to increase the bottom 25% achievement levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District personnel
- Principal
- Coaches
- Research books

Plan to Monitor Progress Toward G2. 8

FSA, formative and summative data will be collected and desegregated, along with progress monitoring data.

Person Responsible

Badonna Dardis

Schedule

On 5/18/2017

Evidence of Completion

We will look at all students, with an eye on the data of the bottom 25% to ensure their differentiation needs are being met, yet meeting the complexity level of the standard.

G3. Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas. 1a

G087090

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	69.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of different types of writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/1/2015 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Badonna Dardis

Schedule

On 6/9/2017

Evidence of Completion

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

G4. All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards. 1a

G087091

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	75.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Student summative and formative assessment data.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/24/2015 to 6/9/2017

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Carlton Palmore Elementary will continue and expand "The Leader In Me" program to engage the entire Carlton Palmore Community in developing students into leaders. **1**

 G087088

G1.B1 Parent involvement in order to create future student leaders that take ownership of their learning and behavior. **2**

 B231534

G1.B1.S1 Parent Involvement - Provide meaningful and engaging activities to promote parent involvement 7 out of the 10 months of school year. **4**

 S244270

Strategy Rationale

We completed a parent survey in 2015-2016 that indicates that parents want to understand and learn more about the 7-habits in order to assist with improving their child's leadership skills that effect student achievement, attendance, behavior and interactions with others.

Action Step 1 **5**

Parent Involvement activities targeting the understanding of building leadership skills in children and the 7-habits, improved student achievement, behavior, and cultural/interactions with others.

Person Responsible

Badonna Dardis

Schedule

Semiannually, from 9/5/2016 to 6/2/2017

Evidence of Completion

Agendas, parent sign in sheets and newsletter advertisement of event.

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

Implementation will be monitored through stake holder feedback, achievement data and behavioral data.

Person Responsible

Jamie Baker

Schedule

Semiannually, from 9/5/2016 to 6/2/2017

Evidence of Completion

Parent communication forms, Power Points, information sent home, agendas and web-page information concerning parent centers. Title 1 Intranet folder with evidence of parent interaction. Student progress monitoring data and discipline data.

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

Monitoring of parent involvement events to ensure the events are addressing student leadership areas in order to improve student academic performance, discipline and culture.

Person Responsible

Jamie Baker

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Agendas, parent communication and implementation evidence.

G1.B5 Full implementation of the 7-habits by staff in order to teach the students the leadership skills needed to improve their academic achievement, attendance, behavior and interactions with others to get them college and career ready, 2

B231538

G1.B5.S1 All staff read the "Leader in Me" book by Stephen Covey in order to begin to understand the importance of the 7-habits for student academic, social and emotional well being. Staff will implement the 7-habits to build student leaders. 4

S244271

Strategy Rationale

We began to implement the 7-habits during the 2015-2016 school year and have data to show an increase in student achievement, decrease in referrals and an improvement in school wide culture.

Action Step 1 5

Staff development of the 7-habits through the book "Leader In Me" and the creation of an implementation plan to incorporate leadership throughout the school.

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Teams will jigsaw the book and present to staff their section of the book.

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

Implementation of the 7-habits will be evident throughout the school through our PBS system, exemplary leader tickets, visual changes in the campus environment.

Person Responsible

Nikki Jones

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

PBS system in each child's agenda, decrease in monthly referrals and leadership buttons given to students through exemplary tickets of the 7-habits, before and after photos of school environment.

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

Observation of the 7-Habits being implemented school wide following the reading of the "Leader in Me" book. The school culture visually changing. PBS system and 7-habits evident in lesson plans.

Person Responsible

Badonna Dardis

Schedule

Evidence of Completion

School campus beginning to visual change with the 7-habits and leadership quotes everywhere (culture), student lighthouse committee agendas, lesson plans with the 7-habits evident.

G2. All teachers will implement differentiated instruction in order to increase student achievement in our bottom quartile. 1

G087089

G2.B1 Teachers understanding how to meet the complexity level of the standard, yet differentiate instruction to meet the needs of the students in order to increase the bottom 25% achievement levels. 2

B231539

G2.B1.S1 Teachers will gain knowledge of how to differentiate instruction. 4

S244272

Strategy Rationale

Increase teachers knowledge on how to differentiate student tasks, yet meet the needs of the complexity level of the standard.

Action Step 1 5

District Personnel will conduct PD on Differentiated Instruction

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/8/2016 to 5/18/2017

Evidence of Completion

PLC forms of PD, lesson plans and samples of student differentiated work.

Action Step 2 5

ESE teachers and Para-educators assist in differentiated instruction (small group) to better meet the needs of all students.

Person Responsible

Sommer Showers-Coy

Schedule

On 6/9/2017

Evidence of Completion

Small differentiated flexible group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

We will monitor through observations of small flexible groups and differentiation during whole group instruction.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/8/2016 to 5/18/2017

Evidence of Completion

Journey walk through evidence on EPC for differentiation, students work samples, and data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

We will monitor student data, IBTP and FSA of the bottom 25% in order to adjust differentiation for mastery.

Person Responsible

Badonna Dardis

Schedule

On 5/18/2017

Evidence of Completion

FSA data and progress monitoring data

G3. Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas. 1

G087090

G3.B1 Teacher knowledge of different types of writing. 2

B231540

G3.B1.S1 Writing journals across the curriculum. 4

S244274

Strategy Rationale

Writing to text is a standard.

Action Step 1 5

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

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 8/18/2015 to 6/2/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 8/18/2015 to 6/9/2017

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 8/18/2015 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Badonna Dardis

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Badonna Dardis

Schedule

Triannually, from 8/17/2015 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 9/1/2015 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Badonna Dardis

Schedule

Triannually, from 8/24/2015 to 6/9/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Writing across curriculum to support critical thinking.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/24/2015 to 6/9/2017

Evidence of Completion

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

G4. All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards. 1

G087091

G4.B2 Lack of understanding of the complexity level to the new standards 2

B231547

G4.B2.S2 Support and monitor the delivery of standards based instruction through best instructional practices and Webb's Depth of Knowledge to build complexity in student work. 4

S244276

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/24/2015 to 6/9/2017

Evidence of Completion

Principal Outlook Calendar - visible to all staff

Action Step 2 5

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

Person Responsible

Badonna Dardis

Schedule

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

Evidence of Completion

Evidence of instructional modeling

Action Step 3 5

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

Person Responsible

Badonna Dardis

Schedule

Weekly, from 8/24/2015 to 6/9/2017

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Badonna Dardis

Schedule

Weekly, from 8/24/2015 to 6/9/2017

Evidence of Completion

Journey, Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

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

Person Responsible

Badonna Dardis

Schedule

Weekly, from 8/24/2015 to 6/9/2017

Evidence of Completion

Lesson plans, SBIT type form and Team PLC forms

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

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

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 8/24/2015 to 6/9/2017

Evidence of Completion

Evidence of instructional feedback meeting notes and student work samples collected

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

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

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/24/2015 to 6/9/2017

Evidence of Completion

Journey feedback in Domain 1 and 2

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

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

Person Responsible

Badonna Dardis

Schedule

Every 3 Weeks, from 8/24/2015 to 6/9/2017

Evidence of Completion

Lesson plans, journey walk-through data, feedback sessions

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Collaborative planning

Person Responsible

Badonna Dardis

Schedule

Weekly, from 8/24/2015 to 6/9/2017

Evidence of Completion

Lesson plans, SBIT type form/PLC Collaborative Planning forms




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.B5.S1.MA1 M328203	Observation of the 7-Habits being implemented school wide following the reading of the "Leader in...	Dardis, Badonna	6/2/2017	School campus beginning to visual change with the 7-habits and leadership quotes everywhere (culture), student lighthouse committee agendas, lesson plans with the 7-habits evident.	No End Date one-time
G2.B1.S1.MA3 M328208	[no content entered]		No Start Date		No End Date once
G4.B2.S2.A2 A316307	Provide differentiated coaching support through the utilization of district coaches when available...	Dardis, Badonna	8/24/2015	Evidence of instructional modeling	6/10/2016 every-3-weeks
G2.MA1 M328209	FSA, formative and summative data will be collected and desegregated, along with progress...	Dardis, Badonna	8/8/2016	We will look at all students, with an eye on the data of the bottom 25% to ensure their differentiation needs are being met, yet meeting the complexity level of the standard.	5/18/2017 one-time
G2.B1.S1.MA1 M328206	We will monitor student data, IBTP and FSA of the bottom 25% in order to adjust differentiation for...	Dardis, Badonna	8/8/2016	FSA data and progress monitoring data	5/18/2017 one-time
G2.B1.S1.MA1 M328207	We will monitor through observations of small flexible groups and differentiation during whole...	Dardis, Badonna	8/8/2016	Journey walk through evidence on EPC for differentiation, students work samples, and data	5/18/2017 monthly
G2.B1.S1.A1 A316299	District Personnel will conduct PD on Differentiated Instruction	Dardis, Badonna	8/8/2016	PLC forms of PD, lesson plans and samples of student differentiated work.	5/18/2017 monthly
G1.MA1 M328205	Increase in student achievement, decrease in discipline referrals, increase in leadership...	Dardis, Badonna	9/2/2016	Student formative and summative assessments, data notebooks, discipline data and cultural/climate survey.	6/2/2017 quarterly
G1.B1.S1.MA1 M328201	Monitoring of parent involvement events to ensure the events are addressing student leadership...	Baker, Jamie	9/5/2016	Agendas, parent communication and implementation evidence.	6/2/2017 monthly
G1.B1.S1.MA1 M328202	Implementation will be monitored through stake holder feedback, achievement data and behavioral...	Baker, Jamie	9/5/2016	Parent communication forms, Power Points, information sent home, agendas and web-page information concerning parent centers. Title 1 Intranet folder with evidence of parent interaction. Student progress monitoring data and discipline data.	6/2/2017 semiannually
G1.B1.S1.A1 A316297	Parent Involvement activities targeting the understanding of building leadership skills in children...	Dardis, Badonna	9/5/2016	Agendas, parent sign in sheets and newsletter advertisement of event.	6/2/2017 semiannually
G1.B5.S1.MA1 M328204	Implementation of the 7-habits will be evident throughout the school through our PBS system,...	Jones, Nikki	9/5/2016	PBS system in each child's agenda, decrease in monthly referrals and leadership buttons given to students through exemplary tickets of the 7-habits, before and after photos of school environment.	6/2/2017 weekly
G1.B5.S1.A1 A316298	Staff development of the 7-habits through the book "Leader In Me" and the creation of an...	Dardis, Badonna	9/5/2016	Teams will jigsaw the book and present to staff their section of the book.	6/2/2017 quarterly
G3.B1.S1.A1 A316301	Teachers will gain knowledge of what high yield strategies should be implemented through the...	Dardis, Badonna	8/18/2015	Student writing in journals in all academic areas - vocabulary, graphic organizers noted and key concepts understood.	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M328215	Journey Walk-through data will be collected noting writing across the curriculum areas.	Dardis, Badonna	9/1/2015	Journey walk-through data, with the primary focus being EPC 2F (integrating content reading and writing instruction).	6/9/2017 monthly
G3.MA2 M328216	Monitoring rubric use for "summary point writing" in science and math, and writing to text...	Dardis, Badonna	8/24/2015	Rubric use for writing in math and science in journals, question number "11" on weekly tests and student writing portfolio.	6/9/2017 one-time
G4.MA1 M328225	Student summative and formative assessment data.	Dardis, Badonna	8/24/2015	IBTP student data, writing portfolio data, weekly ELA assessments, math lesson quizzes, and progress monitoring assessments.	6/9/2017 monthly
G2.B1.S1.A2 A316300	ESE teachers and Para-educators assist in differentiated instruction (small group) to better meet...	Showers-Coy, Sommer	8/8/2016	Small differentiated flexible group lesson plans	6/9/2017 one-time
G3.B1.S1.MA1 M328210	Teacher self-reflection of writing across the curriculum, use of rubrics for "summary point"...	Dardis, Badonna	9/1/2015	Teachers will complete self-reflection and next step forms that will be collected.	6/9/2017 quarterly
G3.B1.S1.MA4 M328211	Data chats with teachers concerning writing to text and next steps to increase student writing...	Dardis, Badonna	8/24/2015	Individual student writing portfolios containing opinion, narrative and expository writing pieces. Evidence of teacher data chats and next steps for individual students form located in the portfolio.	6/9/2017 triannually
G3.B1.S1.MA5 M328212	Writing across curriculum to support critical thinking.	Dardis, Badonna	8/24/2015	Student journals will be evidence of "summary point" writing to improve critical thinking and understanding of concepts in math and science. Weekly quiz question "11" will be evidence of opinion, narrative and expository writing in ELA.	6/9/2017 monthly
G3.B1.S1.MA1 M328213	Journal entries will be monitored for rubric use and fidelity of summary point writing to show...	Dardis, Badonna	8/24/2015	Student artifacts in journals will be evidence of content understanding and complexity level of task through writing.	6/9/2017 every-6-weeks
G3.B1.S1.MA3 M328214	Analytical, narrative and opinion writing to text with evidence to support students critical...	Dardis, Badonna	8/17/2015	Student FSA writing portfolio will be evidence of growth in writing and the use of the FSA writing rubric.	6/9/2017 triannually
G3.B1.S1.A2 A316302	Teachers will become familiar with journal summary point writing rubrics and FSA writing rubrics...	Dardis, Badonna	8/18/2015	Student writing in journals in all academic areas - vocabulary noted and key concepts understood, weekly writing response question number 11 and student writing portfolios scored with the focused rubrics.	6/9/2017 quarterly
G3.B1.S1.A3 A316303	Justification of responses to text and concepts noted in the journals. Critical thinking noted.	Dardis, Badonna	8/18/2015	Student work samples of writing in science, math and ELA journals.	6/9/2017 quarterly
G4.B2.S2.MA1 M328220	Through administration and district based coaches, they will provide PD on the standards...	Dardis, Badonna	8/24/2015	Lesson plans, journey walk-through data, feedback sessions	6/9/2017 every-3-weeks
G4.B2.S2.MA6 M328221	Collaborative planning	Dardis, Badonna	8/24/2015	Lesson plans, SBIT type form/PLC Collaborative Planning forms	6/9/2017 weekly
G4.B2.S2.MA1 M328222	Monitor lesson plans and PLC forms in order to monitor the complexity level of the tasks students...	Dardis, Badonna	8/24/2015	Lesson plans, SBIT type form and Team PLC forms	6/9/2017 weekly
G4.B2.S2.MA2 M328223	Monitor student work samples to ensure that the alignment of the complexity level of the Florida...	Dardis, Badonna	8/24/2015	Evidence of instructional feedback meeting notes and student work samples collected	6/9/2017 quarterly
G4.B2.S2.MA3 M328224	Walk- through data will provide feedback on the instruction of the Florida Standards and the...	Dardis, Badonna	8/24/2015	Journey feedback in Domain 1 and 2	6/9/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S2.A1  A316306	Develop a Professional Development calendar to support the complexity level of the standards and...	Dardis, Badonna	8/24/2015	Principal Outlook Calendar - visible to all staff	6/9/2017 monthly
G4.B2.S2.A3  A316308	Teachers will have collaborative planning multiple days during the week. PLC's with administration...	Dardis, Badonna	8/24/2015	Teacher Instruction, Lesson plans, PLC forms and SBIT type forms will be collected.	6/9/2017 weekly
G4.B2.S2.A4  A316309	Administration will walk classrooms and provide written feedback with focus on standards based...	Dardis, Badonna	8/24/2015	Journey, Lesson plans	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. Carlton Palmore Elementary will continue and expand "The Leader In Me" program to engage the entire Carlton Palmore Community in developing students into leaders.

G1.B5 Full implementation of the 7-habits by staff in order to teach the students the leadership skills needed to improve their academic achievement, attendance, behavior and interactions with others to get them college and career ready,

G1.B5.S1 All staff read the "Leader in Me" book by Stephen Covey in order to begin to understand the importance of the 7-habits for student academic, social and emotional well being. Staff will implement the 7-habits to build student leaders.

PD Opportunity 1

Staff development of the 7-habits through the book "Leader In Me" and the creation of an implementation plan to incorporate leadership throughout the school.

Facilitator

Badonna Dardis

Participants

All teachers

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

G2. All teachers will implement differentiated instruction in order to increase student achievement in our bottom quartile.

G2.B1 Teachers understanding how to meet the complexity level of the standard, yet differentiate instruction to meet the needs of the students in order to increase the bottom 25% achievement levels.

G2.B1.S1 Teachers will gain knowledge of how to differentiate instruction.

PD Opportunity 1

District Personnel will conduct PD on Differentiated Instruction

Facilitator

Jennifer Rouse

Participants

All teachers

Schedule

Monthly, from 8/8/2016 to 5/18/2017

PD Opportunity 2

ESE teachers and Para-educators assist in differentiated instruction (small group) to better meet the needs of all students.

Facilitator

Badonna Dardis, District Coaches and Briann Peterson

Participants

Teachers

Schedule

On 6/9/2017

G3. Writing across all curriculum areas to support critical thinking in order to improve student proficiency levels in all academic areas.

G3.B1 Teacher knowledge of different types of writing.

G3.B1.S1 Writing journals across the curriculum.

PD Opportunity 1

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

Facilitator

Badonna Dardis, Ruthie Teets and Briann Peterson

Participants

Teachers

Schedule

Quarterly, from 8/18/2015 to 6/2/2017

PD Opportunity 2

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

Facilitator

Badonna Dardis, Ruthie Teets and Briann Peterrson

Participants

Teachers

Schedule

Quarterly, from 8/18/2015 to 6/9/2017

PD Opportunity 3

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

Facilitator

Badonna Dardis, Ruthie Teets and Briann Peterson

Participants

Teachers

Schedule

Quarterly, from 8/18/2015 to 6/9/2017

G4. All teachers will implement effective teaching instruction aligned to the complexity level of the Florida State Standards.

G4.B2 Lack of understanding of the complexity level to the new standards

G4.B2.S2 Support and monitor the delivery of standards based instruction through best instructional practices and Webb's Depth of Knowledge to build complexity in student work.

PD Opportunity 1

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

Facilitator

Badonna Dardis, District coaches

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Parent Involvement activities targeting the understanding of building leadership skills in children and the 7-habits, improved student achievement, behavior, and cultural/interactions with others.				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0061 - Carlton Palmore Elem. School	Title I, Part A		\$3,500.00
			<i>Notes: Materials and supplies for parent involvement in "Leader in Me" in order to assist parents with understanding how to implement leadership skills with their children.</i>			
	6150	510-Supplies	0061 - Carlton Palmore Elem. School	Title I, Part A		\$3,000.00
			<i>Notes: Provide student 7- habit agendas with daily, monthly and weekly activities for parents to complete with their child. Creating a home to school communication tool.</i>			
2	G1.B5.S1.A1	Staff development of the 7-habits through the book "Leader In Me" and the creation of an implementation plan to incorporate leadership throughout the school.				\$7,048.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0061 - Carlton Palmore Elem. School	Title I, Part A		\$1,000.00
			<i>Notes: Purchase of "Leader in Me" books and materials.</i>			
	6400	140-Substitute Teachers	0061 - Carlton Palmore Elem. School	Title I, Part A		\$6,048.00
			<i>Notes: Provide substitutes for 28 teachers for 2 professional development days.</i>			
3	G2.B1.S1.A1	District Personnel will conduct PD on Differentiated Instruction				\$0.00
4	G2.B1.S1.A2	ESE teachers and Para-educators assist in differentiated instruction (small group) to better meet the needs of all students.				\$0.00
5	G3.B1.S1.A1	Teachers will gain knowledge of what high yield strategies should be implemented through the writing journals through professional development and professional learning communities.				\$0.00
6	G3.B1.S1.A2	Teachers will become familiar with journal summary point writing rubrics and FSA writing rubrics for analytical, narrative and opinion writing through professional development and they will model the use of the rubrics with students.				\$0.00
7	G3.B1.S1.A3	Justification of responses to text and concepts noted in the journals. Critical thinking noted.				\$0.00
8	G4.B2.S2.A1	Develop a Professional Development calendar to support the complexity level of the standards and instructional strategies needed to increase student achievement across curriculum areas..				\$0.00

9	G4.B2.S2.A2	Provide differentiated coaching support through the utilization of district coaches when available and administrative feedback based on observations of instruction and lesson plans.	\$0.00
10	G4.B2.S2.A3	Teachers will have collaborative planning multiple days during the week. PLC's with administration on Tuesdays and Collaborative planning with grade level on Thursdays.	\$0.00
11	G4.B2.S2.A4	Administration will walk classrooms and provide written feedback with focus on standards based instruction and instructional strategies.	\$0.00
Total:			\$13,548.00