

Orange County Public Schools

Camelot Elementary



2017-18 Schoolwide Improvement Plan

Camelot Elementary

14501 WATERFORD CHASE PKWY, Orlando, FL 32828

<https://camelotes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 Orange County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	45
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	48
Technical Assistance Items	53
Appendix 3: Budget to Support Goals	53

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Camelot Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Camelot Elementary School is to lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

The vision of Camelot Elementary School is to be the top producer of successful students in the nation.

2. School Environment

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

Camelot is a culturally diverse school. Prior to start of the school year, students and parents have the opportunity to meet their teacher. Parents are encouraged to share information regarding their child's personal and learning preferences to help the teacher better prepare for their individual emotional and academic needs. Throughout the year, teachers continue meeting with students and parents to discuss student progress. Parents are invited to attend our Celebration of Learning Conferences to talk to the teacher every nine weeks. Open House is another avenue in which parents have the opportunity to build relationships with teachers by visiting the classrooms and learning more about their child's school day. The Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS). Lastly, our ESOL Compliance Teacher holds four PLC's a year for our families of children who speak other languages.

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

At Camelot Elementary, student safety is our number one concern. In order for all students to feel safe and respected before, during and after school, school staff has very specific duties and responsibilities assigned. Students have specific drop off and pick up points where adults are located. Students are fully aware that all areas of campus are supervised by administration. Each teacher is responsible for picking up their students at designated areas for arrivals. Also, they are responsible for walking students to their appropriate dismissal area at the end of the day. There is frequent communication between the teacher and the parents in regards to daily drop off and pick up. All exterior doors remain locked at all times. Anyone who attempts to enter the building after arrival time are viewed on a camera before they are allowed into the building. Throughout the year there are a variety of drills conducted to allow practice and to ensure students that they are safe in the classrooms regardless of circumstances. We also have a school Safety Plan in place. Camelot Elementary has zero tolerance for bullying and a "Hands on, you're gone" policy. Students feel safe and respected with their teachers and the administrative staff because they work all year to form personal, meaningful relationships with the students they encounter. In forming these relationships, trust is built between teachers, staff, and students, and this allows for everyone to work together toward the shared school vision. Indicator 30 representing learning opportunities and resources according to the Best Practices for Inclusive Education (BPIE) is addressed and understood by stakeholders.

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.

In order to minimize distractions, there is a school wide behavioral system in place. Rules, expectations, procedures and routines exist throughout the school such as how to walk in the hallways, behave at an assembly, etc. As part of the behavioral incentive, students nominate a student from their class at each grade level who has exhibited characteristics of a Noble Knight. One student is then selected per grade level, by the admin team, to represent the Noble Knight for that month. These students will receive a Noble Knight Shirt, be recognized on morning announcements and will attend the Noble Knight Ceremony at the end of the year. Teachers view the Code of Conduct PowerPoint and have a class discussion each nine week period. The School Dean, Mrs. Hagans, ensures that students follow behavioral expectations. She has attended discipline trainings through the county and is well versed at exactly how to handle differing situations. At any point during the day, if a student is picked up and brought to the office for behavioral reasons, the parents will always be contacted and made aware of the situation.

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.

Camelot Elementary ensures that the social-emotional needs of all students are being met. This is done by providing support for those students who need it. Support groups are created by the school guidance counselor based on student needs. The Dean, Behavior Specialist, and Guidance Counselor work closely together to ensure the students have the support that they need. SEDNET services are also available to meet the social-emotional needs of the students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Camelot Elementary's early warning system and indicators help for early intervention. Excessive absences and tardies are monitored by the School Registrar, Guidance Counselor, Teachers, and Administration. In addition, the Dean closely monitors students who have one or more suspensions, either in school or out of school. She then works with the student and the family to create a behavior plan to help the student to be successful in the classroom. Teachers and the Leadership Team are monitoring, and putting a plan into place for our students who are low performing or have non-proficient scores in English Language Arts or Mathematics. Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies.

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	14	9	10	8	4	6	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	6	2	3	3	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	22	12	28	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	0	0	1	4	5	2	0	0	0	0	0	0	0	12

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

Students receive intervention in reading and math based on their needs. Before or after school tutoring is offered for those who are either failing and/or identified as non-proficient or below grade level. Tutoring in science is provided on selected Saturdays to targeted students. Behavior interventions and strategies are implemented for those who are suspended or showing inappropriate behaviors. The Assistant Principal, Guidance Counselor, and the Social Worker, talk with the families of the students with excessive absences or tardies to discuss the reasons for their absences. Students are assisted by our Guidance Counselor in the areas of academic achievement, personal/ social development and career development, ensuring today's students become the productive and well-adjusted adults of tomorrow.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Camelot continues to increase parental involvement for all activities. Opportunities and outreach for parents at Camelot include, but are not limited to, membership and attendance at PTA meetings and events which are inclusive of: open and closed sessions, SAC meetings, Open House, Meet the Teacher, FSA Night, Curriculum Night, Conference Nights, monthly Camelot Family Movie Nights, musical performances, and newsletters. We use phone messages, text messages, emails, school website, school marquee, school's Face Book site, teacher's blogs and letters sent home to increase parental awareness and involvement for school sponsored events. Parents also have the opportunity to become an approved ADDitions Volunteer to assist in the school or chaperone an event. Parents have several ways to get involved at Camelot Elementary. They can join PTA, SAC, volunteer, and promote/support our newly created Camelot Technology Fund. Each organization supports the school in different ways including fundraising events and academic support.

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.

Our Partners in Education Coordinator works to enroll multiple business partners to support our school. We work together with our Partners to build a strong community where we seek out resources,

donations, and volunteer opportunities and in return we offer our support through continuous acknowledgment and active participation within their business. Our Partners attend and support multiple events throughout the year such as our annual Fall Festival, Open House, Teach In, Spirit Nights, and Celebration of Learning Conferences. We have partners who have donated backpacks and school supplies needed to support the instruction in the classroom. We also partner with our community high schools for special events.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

b. Duties

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

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

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

CRT: Provides teachers with appropriate and grade level specific data and monitors appropriate use of intervention materials. Testing coordinator for all school-wide test events. Meets once a week as a Leadership PLC focusing on effective teaching strategies, coaching opportunities, and both school wide and individual student data.

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

Dean/CCT: Provides support for behavioral MTSS decision making processes, helps to organize and assist in proper documentation and compliance, monitors discipline and implements BIPs as well as facilitates reward systems, expedites PLC meetings, reviews ELL data to ensure the students are

being provided rigorous and differentiated instruction, and ensures all paperwork is in compliance with the District and the State.

Instructional Coach: Provides support to teachers in progress monitoring of each classroom and student data. Meets once a week as a Leadership PLC focusing on effective teaching strategies, coaching opportunities, and both school wide and individual student data. Works with the teachers in the classroom and provides coaching and leads common planning in the areas of their expertise. Meet with the lowest 30% students in math to provide additional academic support. Monitors teachers' data spreadsheets, supervises that the appropriate use of intervention materials and quality of instruction occurs, monitors teachers regarding data interpretation, participates in any Tier 3 meeting and decision making, provides support to teachers when participating in MTSS, trains teachers in graphing procedures and how to problem solve, monitors the size of each group that is participating in MTSS and organizes Tier 3 meetings to ensure completion of all paperwork.

Behavior Specialist and Guidance Counselor : monitor school-wide behavior program (CHAMPS), participate in the collection and analysis of behavior data, develop Tier II and Tier III behavioral interventions, and provide support for implementation of Tier II and III interventions and monitoring. -School Leadership Team, through the process of the BPIE school assessment, will continue the support of the inclusion model for students in the ASD classrooms. The school priority, based on the BPIE assessment, is for the administration to communicate expectations for all personnel to use person first language.

Teacher Team Leaders: Collaborate with team members to plan differentiated, rigorous lessons aligned with the Florida Standards and OCPS' CRM, facilitate PLC meetings, provide support to teammates as needed, attend monthly team leader meetings and disseminate covered information to teammates.

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.

Each year we begin by training teachers on the MTSS process and establish clear expectations. Every teacher is responsible for knowing and interpreting their classroom data as well as working with their team to analyze grade level data. Each grade level has a uniform spreadsheet that is reviewed with the leadership team bi-weekly at our data meetings.

Through multiple classroom observations and review of data, the leadership team monitors the effectiveness of the core instruction that is taking place in each individual classroom. In order to maximize the number of students in which we can provide small group instruction, we have multiple grade levels participating in MTSS at the same time. Students who are participating in the MTSS process are identified using multiple assessments and then given instruction to meet their individual needs. After groups are formulated, individual student data is reviewed once a month by the teacher and leadership team to insure the proper intervention is in place.

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

Tier 2 instruction is provided for students who fall below expected levels and are at risk of academic failure. Instruction is provided by the classroom teacher in smaller group instruction or in the MTSS

block. A Tier 2 component is embedded in the core programs yet additional support is provided using a district approved supplemental program.

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

Student data and growth is also monitored regularly using our data room. Learning gains are celebrated as students' data is recorded as well as continuous educational/intervention planning occurs when we see a student's score drop.

Camelot's highly qualified teachers need targeted professional development updates on the Florida State Standards, the rigorous instructional expectations and how they relate to Domains 1, 2, 3, & 4 of the Marzano's framework.

In addition professional development is necessary for successful technology integration, as a fluid part of the classroom and assessments. Instructional teams will meet with the Principal to analyze student work samples. Emphasis will be placed on analyzing if student work meets the depth of specific ELA and Math Florida State Standards. During planning, teams will focus on the district-wide definition of rigor as the basis for analyzing rigorous lesson components. Teams will also use Webb's Depth of Knowledge as a framework for content/subject specific levels of instructional activities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yvette Irizarry	Principal
Erin Martin	Teacher
April Wright	Parent
Jennifer Mooney	Education Support Employee
Irene Perez	Education Support Employee
Todd Butler	Business/Community
Mouna rachko	Parent
Amanda Webb	Teacher
Melody Kleier	Teacher
Kerri Brooks	Teacher
Dayana Heavner	Parent
Nicole Berkley	Parent
Derek Lipschutz	Business/Community
Ryan Desmond	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC will meet to develop and review the 2017-2018 school improvement plan at its inception in September. The SAC will base their meeting focal points on the action steps needed by all parties involved to achieve the goals set in our school improvement plan. The SAC will conduct a mid-year review of the school improvement plan in January. At this time the SAC will evaluate the progress towards successfully achieving the goals set in the school improvement plan and determine next best steps to support the completion of these goals. The SAC will again review the school improvement plan in the spring of 2018 to discuss successes and continuous improvement towards next year's goals. This will also include the AdvancED Survey.

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

School data and goals are discussed with the SAC members prior to the year's budget being finalized.

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

Camelot Elementary did not receive school improvement funds for the last school year.

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
Irizarry, Yvette	Principal
Vaccaro, Jennifer	Instructional Coach
Lipschutz, Lindsey	Assistant Principal
Hagans, Gina	Dean
Desmond, Rebecca	Instructional Coach
Coliton, Jennifer	Teacher, K-12
Foley, Shannon	Teacher, K-12
Hastings, Kerry	Teacher, K-12
Perez, Ivette	Teacher, K-12
Polit, Jaclyn	Teacher, K-12
Silverman, Kristene	Teacher, K-12

b. Duties

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

The major initiative for the LLT will be to increase literacy through the use of student engagement using Kagan to provide instructional support and to increase literacy. The LLT is dedicated to increasing independent reading levels. This team will participate in a District Professional Learning where literacy will be the main focus.

The LLT will support the instructional staff with ongoing professional development provided both at the district and school level. The LLT will provide opportunities for teachers to model rigorous best practices with an integration of Kagan strategies.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Camelot provides teachers with planning days to work collaboratively on developing lesson plans using OCPS's Curriculum Resource Materials and the scope and sequence and on creating formative assessments. Grade level PLC meetings are held weekly for teachers to discuss best practices across all content areas. Three summer planning days were provided to allow additional time for collaborative planning and instruction.

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

In order for Camelot Elementary to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan will be executed:

1. Instructional coaching and mentoring will provide feedback to teachers on a weekly basis. Jennifer Vaccaro (CRT) and Regina Hagans (Dean/CT) will be responsible for conducting weekly walk-throughs and providing ongoing feedback for classroom teachers.
2. Camelot will continue to employ team building activities in order to retain highly qualified teachers.
3. Pair a veteran teacher with a new teacher.
4. Fill expected vacancies researching highly qualified applicants as well as administrator referrals of highly qualified teachers.
5. Encourage the placement of college Interns and then hire for quality as needed.
6. Deliberate Practice, as a district initiative, includes self-reflection and peer observation/evaluation. Teachers will observe one another using the Marzano iObservation protocols and provide constructive feedback to one another as they focus and continuously practice on one specific instructional skill.
7. Administrators will work with the district office during the hiring process to ensure that candidates are highly qualified before being placed in instructional positions. The principal and assistant principal will also retain our current teachers who are highly effective by continuously building instructional skills through ongoing professional development, courageous classroom conversations, valid and reliable observation feedback and mentoring/coaching of instructional leadership.
8. In order to recruit effective teachers to our school, the Leadership Team will continue their relationship with the University of Central Florida to place interning teachers.

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

Camelot's teacher mentoring program/plan includes the mentor-mentee pairings, rationale, and planned mentoring activities. First year teachers are paired with an experienced teacher based on background, experiences, and student achievement data. The pairs will meet weekly one-on-one and attend team planning meetings together. They will be provided with opportunities to observe each other and mentor teachers will provide instructional feedback. First year teachers and new teachers to Camelot will be

invited to the New Knights Meetings where support is provided weekly in areas such as; progress reports, report cards, curriculum, Marzano, Webbs DOK, and behavior. In addition, the Leadership Team will provide MTSS support for teachers based on their competency of data desegregation, decision making plans, and graphing. This support will be given on an individual basis provided by a self-assessment of the MTSS scale rating.

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.

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

The Leadership Team will support teachers with implementing core instructional programs with fidelity which includes support for MTSS, small group and differentiated centers. Instructional Staff will attend OCPS trainings as well as school based professional development.

The Leadership Team will meet with teachers to check their progress towards teaching the standards and to ensure they are implemented with fidelity and rigor. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning.

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.

Data is collected and analyzed to determine the effectiveness of the strategies. The instructional staff meets every other Wednesday to analyze, discuss, and create action steps based upon on-going student data. Each teacher is responsible for knowing and interpreting their classroom data as well as working with their team to analyze grade level data. The teachers evaluate students to establish strengths and weaknesses in reading and math using the results of iReady data along with curriculum assessments and teacher-created formative assessments.

Scheduled weekly PLC/data meetings are on the school calendar to address student progress on each grade level. Teachers were provided with specific data regarding Florida Standards Assessments (FSA) so they are aware of the goals each student needs to make.

Through multiple classroom observations and review of data, the leadership team monitors the effectiveness of the core instruction that is taking place in each individual classroom. In order to maximize the number of students in which we can provide small group instruction, we have MTSS scheduled at the same time for grades K-5. Students who are participating in the MTSS process are identified using multiple assessments and then given instruction to meet their individual needs. After

groups are formulated, individual student data is reviewed once a month by the MTSS teacher and the Leadership Team to ensure the proper intervention is in place. Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS). Student data and growth is also monitored regularly using our data room. Learning gains are celebrated as students' data are recorded as well as continuous educational/intervention planning occurs when we see a student's score drop.

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: 2,000

Camelot's researched based strategy used to increase the amount of learning time to provide an enriched and accelerated curriculum are based on before and after school programs. Several of the activities are built upon an enriched and accelerated curriculum focused on the visual and performing arts. This research based strategy helps increase ten rigorous convergent and divergent skills to support academic and social student growth. The focus skills are: creativity, confidence, problem-solving, perseverance, focus, non-verbal communication, receiving constructive feedback, collaboration, dedication, accountability. These skills align with the common core initiative to prepare students for pathways of college and career readiness. Mrs. Cassidy, our Physical Education Teacher, is leading a Fitness and Running Club which allows our students to be active and healthy.

Our Guidance Counselor, Mrs. Greene, is leading a social skills group for multiple grade levels, a career group for 4th and 5th grade and a test anxiety group for 3rd, 4th and 5th graders.

Our Music Teacher, Mrs. Hargrove, will be offering an after school chorus club which allows students to increase their confidence, self-esteem, and become good citizens. They meet once a week for our students in grades 2-5.

Three of our grade level teachers are leading our Dance Club and Drama Club. These Clubs allow students to work on teamwork and build their self-esteem in a relaxed setting as the activities provide the opportunity to be successful in something that they are passionate about. Our Art Teacher leads the Art Club allowing students to explore a wide range of materials, tools, and multisensory activities that promote creative thinking and learning through experience. Teachers also receive before and after school support through collaborative planning sessions and professional development. Teachers receive professional development from 2:00-3:15 every other Wednesday. Instructional teams also meet after school on the 'off' Wednesdays from 2:00-3:15 for collaborative planning sessions. The leadership team provides support through ongoing instructional feedback, weekly lesson plan review, data desegregation and instructional materials.

Students who have been identified as non-proficient in reading or math are invited to before/after school tutoring. Students will use Florida Ready Materials and iReady.

Strategy Rationale

Enrichment activities contribute to a well-rounded education, teacher collaboration, planning and professional development.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lipschutz, Lindsey, lindsey.lipschutz@ocps.net

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

Data is collected and analyzed to determine the effectiveness of the strategies. The instructional staff meets every other Tuesday to analyze, discuss, and create action steps based upon on-going student data. The fine arts teachers, school counselor, and classroom teachers collaborate together through this process, and will provide feedback on the academic successes and

concerns of the students who participate in the extended learning activities. This is based on progress monitoring tools: i-Ready, STAR (K-5); PAST (K); Journeys Reading Assessments (K-5th), Go Math Assessments (K-5th), FSA (3rd-5th), and Core Connections. It also includes ongoing Music, Art, PE, and Social Skills formal and informal assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each spring we sponsor Kindergarten Pre-registration drive. Parents are invited to come to school, register their child, pick up informational packet about Camelot and sign up for formative assessment. Formative assessment results are used to help with initial classroom placement and to give the school an idea of student curricular needs. Children and families have opportunities to visit the neighborhood elementary school individually or as a group during the year before school entry. The visit(s) may include an introduction to kindergarten teachers, a school tour and lunch in the cafeteria. This event should occur at the beginning of May. The person(s) responsible for this strategy will be the Registrar, Kindergarten Teachers and the current PK Teachers (which include VPK, PK VE, and PK ASD).

Current preschool teachers can provide the future kindergarten teachers with children's portfolios or a written record of their learning during preschool. This event should occur at the end of the school year (June). The person(s) responsible for this strategy will be the current PK Teachers (which include VPK, PK VE, and PK ASD).

Camelot will provide families with a description of the classroom environment and a typical day as well as help identify the curriculum and scope of the program. This event should occur during Kindergarten registration. Those responsible for this strategy will be the Kindergarten Teachers.

Plan an orientation and open house at the beginning of the year, separate from the school's "Meet the Teacher", that sets the tone for good communication between school personnel and family. Have a translator available, when possible. This event should occur at the start of the school year (August). Those responsible for this strategy will be the Kindergarten Teachers.

School will provide a "Preschool to Kindergarten Workshop" during the third 9-weeks of school where the Kindergarten Team, along with the Preschool team, can provide information about the upcoming Kindergarten school year and answer questions from families regarding the "transition" process. This event should occur at the end of March. The person(s) responsible for this strategy will be the Kindergarten Teachers and the current PK Teachers (which include VPK, PK VE, and PK ASD).

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.

Camelot establishes partnerships with business, industry and community organizations. Camelot celebrates Engineering Day. This is a day in which Engineers come to Camelot to talk about their career. The Dave Schmitt Engineering, Inc. in Avalon Park comes to our school and does a rotation of science/engineering lessons/activities.

Also, we partner with the community members and parents to educate our students on different

career and technical opportunities through Teach-In. We work diligently to provide multiple presentations and speakers for each class and grade level. The day is full of learning opportunities for students to be exposed to unique and viable career choices.

Teachers and staff will also be reinforcing college awareness by indicating where they went to college as well as their specific degree earned, on each of their classroom doors. Students will become familiar with the logos of the different colleges, as many teachers display pennants and other school-spirit items from their colleges. The school counselor will also put together a school-wide graph that identifies all of the colleges that staff members attended, to be displayed across the wall atop the staircase at the entrance to the school.

The school has a designated wall in the main second floor landing dedicated for staff members to exhibit their college pennants. This is another opportunity to create college awareness for our students.

Twenty fourth and fifth grade students took CAPE and passed certification for the 2016-2017 school year.

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

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

K-Kids, a service oriented club that is run through Kiwanis, assists students in becoming aware of community needs and the careers that focus on serving public entities. In further strengthening the concept of civic duties.

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

Camelot takes a proactive and targeted role in identifying, guiding, fostering, and advising individual students in academic and early career planning. All instructional and administrative teams review student academic progress and goals on a disaggregated basis. PLCs meet biweekly to discuss individual student gains and to identify strengths/opportunities for growth across core academics, including (but not limited to) reading, math and science (for every student, on all grades). Additionally, the 5th grade team, partners with Avalon Middle School to plan each students' course (and levels) of study for entry into the 6th grade.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate Student Performance)
- G2.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Narrow the achievement gap)
- G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure career and college readiness)

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. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate Student Performance) 1a

G095599

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
FSA Mathematics Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Teachers may have lack of knowledge in differentiating instruction to enrich high achieving students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development will be provided through DPLC's in the area of literacy with a focus on close reading strategies, using complex text and vocabulary support.
- Teachers will meet in weekly PLC's to plan lessons with enrichment opportunities.
- Teachers will be provided planning days to work with their grade level team.
- Professional Development will be provided on how to use Kagan Strategies to support high achieving students.
- Teachers will be provided with i-Ready to support differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Camelot' students will be progress monitored for increased student achievement through multiple sources

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.

G2. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Narrow the achievement gap) 1a

G095600

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
FCAT 2.0 Science Proficiency	67.0
FSA Mathematics Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge in effective strategies that support differentiation and engagement which guide lesson planning and instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will meet in weekly PLC's to deconstruct standards and plan differentiated lessons.
- Teachers will be provide planning days to work with their grade level team.
- Professional Development will be provided on how to increase student achievement by integrating technology
- Teachers will use i-Ready
- Professional Development will be provided through DPLC's in the area of literacy with a focus on close reading strategies, using complex text and vocabulary support.
- Teachers will be trained in Kagan Cooperative Learning Strategies.

Plan to Monitor Progress Toward G2. 8

Student Data on Teacher created Formative Assessments will be collected.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Observation data of teachers will be collected and analyzed.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

To analyze the implementation of Marzano's Instructional Framework in classrooms reports will be run.

Plan to Monitor Progress Toward G2. 8

Observation data of Exit slips will be collected and analyzed.

Person Responsible

Jennifer Vaccaro

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Teacher Data will be check after Professional Development.

Plan to Monitor Progress Toward G2. 8

Leadership Team will meet and discuss iObservation data and data collected in regards to Kagan, Mindset and Differentiation from walk-throughs. .

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Leadership Meeting Notes

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure career and college readiness) 1a

G095601

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	73.0
Math Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of using data to drive standards based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys Curriculum
- IMS Curriculum Support/Pacing
- Imagine Learning
- Go Math
- Voyager
- Technology: PC's, Software, SmartBoards
- Ready Florida
- iReady
- PSELL
- Kagan Cooperative Learning Strategies

Plan to Monitor Progress Toward G3. 8

Progress will be monitored through the results of data.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student achievement data will include: STAR (K-5), i-READY Assessments, Teacher created Formative Assessments, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2018.

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. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate Student Performance) 1

 G095599

G1.B1 Teachers may have lack of knowledge in differentiating instruction to enrich high achieving students.

2

 B257417

G1.B1.S1 Provide professional development supporting differentiated instruction to ensure learning gains of our top 25%. 4

 S272352

Strategy Rationale

High achieving students will be identified and teachers will provide best practice strategies to ensure accelerated student performance.

Action Step 1 5

Provide Professional Development with a focus on analyzing reports and assigning lessons to support the high achieving/gifted learner.

Person Responsible

Yvette Irizarry

Schedule

On 9/28/2017

Evidence of Completion

Teachers will sign in to this professional development.

Action Step 2 5

Trainings will be provided on available reports in iReady to support strategic grouping of students in ELA and Math.

Person Responsible

Yvette Irizarry

Schedule

Semiannually, from 8/21/2017 to 5/25/2018

Evidence of Completion

Teachers sign in sheet and iReady reports

Action Step 3 5

Identify highest 25% on each grade level and monitor their progress through Standards Based Data Meetings and iReady reports.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The CRT will document data meetings by taking notes and teachers will meet in PLC's to share student progress on Formative Assessments.

Action Step 4 5

Enrichment will be provided to highest 25% during the school-wide MTSS time in the areas of STEM.

Person Responsible

Lindsey Lipschutz

Schedule

Daily, from 8/22/2017 to 5/25/2018

Evidence of Completion

The leadership team will analyze the highest 25% data to ensure student growth.

Action Step 5 5

The leadership team will conduct walkthroughs to monitor effective strategies used to support differentiated instruction.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs and observations will happen weekly.

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

To ensure fidelity of implementation, students in the top 25% who are not making gains will be targeted and instructional changes will be made to ensure gains. The leadership team will work with the individual grade levels/teams to organize strategic plans to ensure individual student success.

Person Responsible

Yvette Irizarry

Schedule

Quarterly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Data reports and data meeting notes will be recorded.

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

Data on the highest 25% in reading and math will be analyzed bi-weekly with a focus on learning gains. Student achievement data will include: STAR (K-5), iReady, Teacher created Formative Assessments, and student achievement data on the FSA, Spring 2018.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Data meeting notes and data reports will be used to monitor effectiveness.

G1.B1.S2 Professional development on strategies to accelerate with the gifted/ child will be provided. 4

 S272353

Strategy Rationale

Teachers will have a stronger foundation on identifying gifted/high achieving students and the strategies that are most effective to accelerate their performance.

Action Step 1 5

Identify highest 30% in ELA and Math in grades K-5 using iReady and/or FSA.

Person Responsible

Yvette Irizarry

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Data reports and meeting notes

Action Step 2 5

Monitor the progress of the highest 30% through data meetings and PLC's to ensure growth. Work with teams to plan for differentiated lessons to meet the needs of these students.

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data reports, meeting notes and lesson plans

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

To ensure fidelity of implementation, students in the top 25% who are not making gains will be targeted and instructional changes will be made to ensure gains. The leadership team will work with the individual grade levels/teams to organize strategic plans to ensure individual student success.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data reports and data meeting notes will be recorded.

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

Data on the highest 25% in reading and math will be analyzed bi-weekly with a focus on learning gains. Student achievement data will include: STAR (K-5), iReady, Teacher created Formative Assessments, and student achievement data on the FSA, Spring 2018.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data meeting notes and data reports will be used to monitor effectiveness.

G2. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Narrow the achievement gap) **1**

 G095600

G2.B5 Lack of knowledge in effective strategies that support differentiation and engagement which guide lesson planning and instruction. **2**

 B257423

G2.B5.S1 All instructional staff will engage in professional learning to support personal growth in the area of engagement, differentiation and mindset. **4**

 S272356

Strategy Rationale

Teachers may not understand how a Growth Mindset is connected to engagement and student achievement.

Action Step 1 **5**

Professional development will be provided on Kagan Cooperative Learning Strategies

Person Responsible

Yvette Irizarry

Schedule

On 8/8/2017

Evidence of Completion

Sign In Sheet and Classroom Observations

Action Step 2 **5**

All instructional staff will participate in professional learning by reading Growth Mindset and GRIT. Teams will present their assigned chapters in faculty meetings while embedding a Kagan Strategy.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

Presentations, Sign in Sheets

Action Step 3 5

Teachers will work in grade level PLC's to plan and implement strategies that foster a Growth Mindset and grit with our students.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom Observations (Looking for Growth Mindset Strategies) and PLC Meeting Notes

Action Step 4 5

The leadership team will conduct weekly walkthroughs with a targeted focus and discuss areas of need and necessary action plans at leadership meetings.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

iObservation Data and Leadership Meeting Notes

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

At PLC's, teachers and administration will discuss student evidence, Kagan Structures, Growth Mindset/Grit and how it relates to student growth.

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC Notebooks, Academic Notebooks

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Camelot' students will be progressed monitored for increased student achievement through multiple data sources.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.

G2.B5.S2 Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards. 4

S272357

Strategy Rationale

Teachers may lack the full understanding of effective lesson planning, engagement strategies and implementation of best practices.

Action Step 1 5

Professional Development on learning gains and proficiency levels to help teachers identify students who need differentiated lessons.

Person Responsible

Yvette Irizarry

Schedule

On 8/22/2017

Evidence of Completion

Sign in sheet, PowerPoint

Action Step 2 5

Provide Professional Development to teachers on the changes to the Marzano Instructional Framework.

Person Responsible

Jennifer Vaccaro

Schedule

On 8/23/2017

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Lindsey Lipschutz

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Leadership team will provide written feedback to teachers.

Action Step 4 5

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

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs and observations will happen weekly.

Action Step 5 5

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

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

Action Step 6 5

Students will track their own progress through standards based academic notebooks. Teachers will provide feedback.

Person Responsible

Yvette Irizarry

Schedule

On 5/25/2018

Evidence of Completion

Students' standards based data notebooks viewed during walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

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

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC meeting minutes with feedback. Lesson plans collected and feedback provided to teachers. Teachers plan lessons aligned to Florida Standards. Weekly iObservation data focusing on Lesson Segments Addressing Content.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

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

Person Responsible

Lindsey Lipschutz

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure career and college readiness) **1**

 G095601

G3.B7 Knowledge of using data to drive standards based instruction **2**

 B257431

G3.B7.S1 Provide professional development on analyzing data reports from: iReady, WIDA, PSELL and Imagine Learning. **4**

 S272362

Strategy Rationale

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

Action Step 1 **5**

The Leadership Team provide professional development on analyzing data reports from iReady, Imagine Learning and WIDA

Person Responsible

Lindsey Lipschutz

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC Binders, Data Meeting Notes

Action Step 2 **5**

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

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data Meeting Notes

Action Step 3 5

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

Person Responsible

Lindsey Lipschutz

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data Reports posted in mailroom

Action Step 4 5

The Leadership Team will conduct walkthroughs together to ensure calibrated specific feedback is provided to teachers to ensure effective standards based instruction.

Person Responsible

Yvette Irizarry

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Observation Documents

Action Step 5 5

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

Person Responsible

Lindsey Lipschutz

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign in Sheets and Presentations

Action Step 6 5

Identify lowest 25% on each grade level and monitor their progress through Standards Based Data Meetings and iReady reports.

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data Meeting Notes and iReady Data

Action Step 7 5

Lowest 30% on each grade level is in a face to face Tier 2 intervention from 8:45-9:15 daily.

Person Responsible

Lindsey Lipschutz

Schedule

Daily, from 8/29/2017 to 5/25/2018

Evidence of Completion

MTSS Roster, Observations and Tier 2 Graphs

Plan to Monitor Fidelity of Implementation of G3.B7.S1 6

At PLCs, teachers and administration will discuss students' growth for the targeted subgroup.

Person Responsible

Yvette Irizarry

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

iReady reports, Imagine Learning reports, PSELL

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 7

Analyzing student data

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data shows growth for students in the lowest 25% in grades K-5.

G3.B7.S2 Instructional staff will need additional resources and intervention/enrichment to support instruction **4**

 S272363

Strategy Rationale

To track student achievement within the programs.

Action Step 1 **5**

Provide Professional Development on the components of iReady and the Teacher Toolbox.

Person Responsible

Yvette Irizarry

Schedule

On 9/28/2017

Evidence of Completion

Teacher data reports, reports from i-Ready and Imagine Learning

Action Step 2 **5**

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

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

Action Step 3 5

Students will begin to track their own data

Person Responsible

Yvette Irizarry

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B7.S2 6

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

Person Responsible

Yvette Irizarry

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Leadership Team meeting notes, agenda, and student data

Plan to Monitor Fidelity of Implementation of G3.B7.S2 6

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

Person Responsible

Yvette Irizarry

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

SAC meeting notes and agenda

Plan to Monitor Effectiveness of Implementation of G3.B7.S2 7

Analyze student data

Person Responsible

Yvette Irizarry

Schedule

On 5/25/2018

Evidence of Completion

Data shows growth for all students

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B5.S1.A1 A365393	Professional development will be provided on Kagan Cooperative Learning Strategies	Irizarry, Yvette	8/8/2017	Sign In Sheet and Classroom Observations	8/8/2017 one-time
G2.B5.S2.A1 A365397	Professional Development on learning gains and proficiency levels to help teachers identify...	Irizarry, Yvette	8/22/2017	Sign in sheet, PowerPoint	8/22/2017 one-time
G2.B5.S2.A2 A365398	Provide Professional Development to teachers on the changes to the Marzano Instructional Framework.	Vaccaro, Jennifer	8/23/2017	Leadership team will observe use of the Instructional Framework in classrooms.	8/23/2017 one-time
G1.B1.S1.A1 A365379	Provide Professional Development with a focus on analyzing reports and assigning lessons to support...	Irizarry, Yvette	9/28/2017	Teachers will sign in to this professional development.	9/28/2017 one-time
G3.B7.S2.A1 A365420	Provide Professional Development on the components of iReady and the Teacher Toolbox.	Irizarry, Yvette	9/28/2017	Teacher data reports, reports from i-Ready and Imagine Learning	9/28/2017 one-time
G1.MA1 M391258	Camelot' students will be progress monitored for increased student achievement through multiple...	Irizarry, Yvette	8/28/2017	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	5/25/2018 monthly
G2.MA1 M391274	Student Data on Teacher created Formative Assessments will be collected.	Irizarry, Yvette	8/28/2017	Teachers will meet weekly in PLC's to share progress of student data on Formative Assessments.	5/25/2018 weekly
G2.MA2 M391275	Observation data of teachers will be collected and analyzed.	Irizarry, Yvette	8/28/2017	To analyze the implementation of Marzano's Instructional Framework in classrooms reports will be run.	5/25/2018 monthly
G2.MA3 M391276	Observation data of Exit slips will be collected and analyzed.	Vaccaro, Jennifer	8/28/2017	Teacher Data will be check after Professional Development.	5/25/2018 monthly
G2.MA4 M391277	Leadership Team will meet and discuss iObservation data and data collected in regards to Kagan,...	Irizarry, Yvette	8/28/2017	Leadership Meeting Notes	5/25/2018 monthly
G3.MA1 M391287	Progress will be monitored through the results of data.	Irizarry, Yvette	8/14/2017	Student achievement data will include: STAR (K-5), i-READY Assessments, Teacher created Formative Assessments, HMH Journeys skill based assessments, and student achievement on the FSA , Spring 2018.	5/25/2018 biweekly
G1.B1.S1.MA1 M391254	Data on the highest 25% in reading and math will be analyzed bi-weekly with a focus on learning...	Irizarry, Yvette	8/22/2017	Data meeting notes and data reports will be used to monitor effectiveness.	5/25/2018 biweekly
G1.B1.S1.MA1 M391255	To ensure fidelity of implementation, students in the top 25% who are not making gains will be...	Irizarry, Yvette	8/22/2017	Data reports and data meeting notes will be recorded.	5/25/2018 quarterly
G1.B1.S1.A2 A365380	Trainings will be provided on available reports in iReady to support strategic grouping of students...	Irizarry, Yvette	8/21/2017	Teachers sign in sheet and iReady reports	5/25/2018 semiannually
G1.B1.S1.A3 A365381	Identify highest 25% on each grade level and monitor their progress through Standards Based Data...	Irizarry, Yvette	8/14/2017	The CRT will document data meetings by taking notes and teachers will meet in PLC's to share student progress on Formative Assessments.	5/25/2018 biweekly
G1.B1.S1.A4 A365382	Enrichment will be provided to highest 25% during the school-wide MTSS time in the areas of STEM.	Lipschutz, Lindsey	8/22/2017	The leadership team will analyze the highest 25% data to ensure student growth.	5/25/2018 daily
G1.B1.S1.A5 A365383	The leadership team will conduct walkthroughs to monitor effective strategies used to support...	Irizarry, Yvette	8/14/2017	Classroom walkthroughs and observations will happen weekly.	5/25/2018 weekly

Orange - 0217 - Camelot Elementary - 2017-18 SIP
Camelot Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1 M391270	Camelot' students will be progressed monitored for increased student achievement through multiple...	Irizarry, Yvette	8/28/2017	Teachers will use student data in order to progress monitor and make instructional decisions to meet the needs of all students.	5/25/2018 monthly
G2.B5.S1.MA1 M391271	At PLC's, teachers and administration will discuss student evidence, Kagan Structures, Growth...	Irizarry, Yvette	8/14/2017	PLC Notebooks, Academic Notebooks	5/25/2018 weekly
G2.B5.S1.A2 A365394	All instructional staff will participate in professional learning by reading Growth Mindset and...	Irizarry, Yvette	8/30/2017	Presentations, Sign in Sheets	5/25/2018 monthly
G2.B5.S1.A3 A365395	Teachers will work in grade level PLC's to plan and implement strategies that foster a Growth...	Irizarry, Yvette	8/14/2017	Classroom Observations (Looking for Growth Mindset Strategies) and PLC Meeting Notes	5/25/2018 weekly
G2.B5.S1.A4 A365396	The leadership team will conduct weekly walkthroughs with a targeted focus and discuss areas of...	Irizarry, Yvette	8/14/2017	iObservation Data and Leadership Meeting Notes	5/25/2018 weekly
G3.B7.S1.MA1 M391282	Analyzing student data	Irizarry, Yvette	8/14/2017	Data shows growth for students in the lowest 25% in grades K-5.	5/25/2018 weekly
G3.B7.S1.MA1 M391283	At PLCs, teachers and administration will discuss students' growth for the targeted subgroup.	Irizarry, Yvette	8/14/2017	iReady reports, Imagine Learning reports, PSELL	5/25/2018 biweekly
G3.B7.S1.A1 A365413	The Leadership Team provide professional development on analyzing data reports from iReady, Imagine...	Lipschutz, Lindsey	8/14/2017	PLC Binders, Data Meeting Notes	5/25/2018 monthly
G3.B7.S1.A2 A365414	The Leadership Team will conduct bi-monthly data meetings to progress monitor student achievement...	Irizarry, Yvette	8/14/2017	Data Meeting Notes	5/25/2018 biweekly
G3.B7.S1.A3 A365415	The Leadership Team will post monthly teacher iReady data in the mailroom to keep the focus on...	Lipschutz, Lindsey	8/14/2017	Data Reports posted in mailroom	5/25/2018 monthly
G3.B7.S1.A4 A365416	The Leadership Team will conduct walkthroughs together to ensure calibrated specific feedback is...	Irizarry, Yvette	8/14/2017	Observation Documents	5/25/2018 quarterly
G3.B7.S1.A5 A365417	Differentiated professional development opportunities will be provided to support teachers in using...	Lipschutz, Lindsey	8/14/2017	Sign in Sheets and Presentations	5/25/2018 monthly
G3.B7.S1.A6 A365418	Identify lowest 25% on each grade level and monitor their progress through Standards Based Data...	Irizarry, Yvette	8/14/2017	Data Meeting Notes and iReady Data	5/25/2018 monthly
G3.B7.S1.A7 A365419	Lowest 30% on each grade level is in a face to face Tier 2 intervention from 8:45-9:15 daily.	Lipschutz, Lindsey	8/29/2017	MTSS Roster, Observations and Tier 2 Graphs	5/25/2018 daily
G1.B1.S2.MA1 M391256	Data on the highest 25% in reading and math will be analyzed bi-weekly with a focus on learning...	Irizarry, Yvette	8/14/2017	Data meeting notes and data reports will be used to monitor effectiveness.	5/25/2018 biweekly
G1.B1.S2.MA1 M391257	To ensure fidelity of implementation, students in the top 25% who are not making gains will be...	Irizarry, Yvette	8/14/2017	Data reports and data meeting notes will be recorded.	5/25/2018 biweekly
G1.B1.S2.A1 A365384	Identify highest 30% in ELA and Math in grades K-5 using iReady and/or FSA.	Irizarry, Yvette	9/5/2017	Data reports and meeting notes	5/25/2018 quarterly
G1.B1.S2.A2 A365385	Monitor the progress of the highest 30% through data meetings and PLC's to ensure growth. Work with...		8/14/2017	Data reports, meeting notes and lesson plans	5/25/2018 weekly
G2.B5.S2.MA1 M391272	Lesson plans will be reviewed and monitored for program fidelity. Successful implementation will...	Lipschutz, Lindsey	8/14/2017	Lesson plans collected and feedback provided to teachers. Noticeable patterns and trends from iObservation will be reviewed with staff and/or grade level teams.	5/25/2018 biweekly

Orange - 0217 - Camelot Elementary - 2017-18 SIP
Camelot Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S2.MA1 M391273	Leadership Team will monitor for fidelity of implementation by reviewing PLC's meeting minutes,...	Irizarry, Yvette	8/14/2017	PLC meeting minutes with feedback. Lesson plans collected and feedback provided to teachers. Teachers plan lessons aligned to Florida Standards. Weekly iObservation data focusing on Lesson Segments Addressing Content.	5/25/2018 weekly
G2.B5.S2.A3 A365399	Leadership Team will provide regular and timely feedback on rigorous standards based instruction.	Lipschutz, Lindsey	8/14/2017	Leadership team will provide written feedback to teachers.	5/25/2018 weekly
G2.B5.S2.A4 A365400	Leadership Team will conduct walkthroughs to monitor implementation of Marzano Instructional...	Irizarry, Yvette	8/14/2017	Classroom walkthroughs and observations will happen weekly.	5/25/2018 weekly
G2.B5.S2.A5 A365401	Teachers will receive constant feedback from the administration team on the use of DQ 2, 3 and 4...	Irizarry, Yvette	8/14/2017	Through the use of iObservation, teachers will receive weekly feedback from either the principal or assistant principal on their effectiveness of using the elements of rigor in the Marzano Observation's system.	5/25/2018 weekly
G2.B5.S2.A6 A365402	Students will track their own progress through standards based academic notebooks. Teachers will...	Irizarry, Yvette	8/14/2017	Students' standards based data notebooks viewed during walkthroughs	5/25/2018 one-time
G3.B7.S2.MA1 M391284	Analyze student data	Irizarry, Yvette	8/25/2017	Data shows growth for all students	5/25/2018 one-time
G3.B7.S2.MA1 M391285	At weekly Leadership Team meetings, current action plan is discussed.	Irizarry, Yvette	8/14/2017	Leadership Team meeting notes, agenda, and student data	5/25/2018 weekly
G3.B7.S2.MA2 M391286	At monthly SAC meetings, current action plan will be discussed.	Irizarry, Yvette	8/14/2017	SAC meeting notes and agenda	5/25/2018 monthly
G3.B7.S2.A2 A365421	Review data to look for trends and patterns and how best to address them.	Irizarry, Yvette	8/14/2017	Teachers will group students for instruction based upon needs shown through the data	5/25/2018 weekly
G3.B7.S2.A3 A365422	Students will begin to track their own data	Irizarry, Yvette	8/14/2017	Student tracking sheets, data notebooks, data walls, academic notebook	5/25/2018 daily

V. Professional Development Opportunities

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

G1. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate Student Performance)

G1.B1 Teachers may have lack of knowledge in differentiating instruction to enrich high achieving students.

G1.B1.S1 Provide professional development supporting differentiated instruction to ensure learning gains of our top 25%.

PD Opportunity 1

Provide Professional Development with a focus on analyzing reports and assigning lessons to support the high achieving/gifted learner.

Facilitator

Curriculum Associates Employee

Participants

All Instructional Staff

Schedule

On 9/28/2017

PD Opportunity 2

Trainings will be provided on available reports in iReady to support strategic grouping of students in ELA and Math.

Facilitator

Lindsey Lipschutz

Participants

All instructional staff

Schedule

Semiannually, from 8/21/2017 to 5/25/2018

G2. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Narrow the achievement gap)

G2.B5 Lack of knowledge in effective strategies that support differentiation and engagement which guide lesson planning and instruction.

G2.B5.S1 All instructional staff will engage in professional learning to support personal growth in the area of engagement, differentiation and mindset.

PD Opportunity 1

Professional development will be provided on Kagan Cooperative Learning Strategies

Facilitator

Yvette Irizarry

Participants

All instructional staff

Schedule

On 8/8/2017

PD Opportunity 2

All instructional staff will participate in professional learning by reading Growth Mindset and GRIT. Teams will present their assigned chapters in faculty meetings while embedding a Kagan Strategy.

Facilitator

Yvette Irizarry

Participants

All Instructional Staff

Schedule

Monthly, from 8/30/2017 to 5/25/2018

G2.B5.S2 Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards.

PD Opportunity 1

Professional Development on learning gains and proficiency levels to help teachers identify students who need differentiated lessons.

Facilitator

Lindsey Lipschutz

Participants

Teachers

Schedule

On 8/22/2017

PD Opportunity 2

Provide Professional Development to teachers on the changes to the Marzano Instructional Framework.

Facilitator

Jennifer Vacarro

Participants

Instructional Staff

Schedule

On 8/23/2017

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure career and college readiness)

G3.B7 Knowledge of using data to drive standards based instruction

G3.B7.S1 Provide professional development on analyzing data reports from: iReady, WIDA, PSELL and Imagine Learning.

PD Opportunity 1

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

Facilitator

Leadership Team and Teacher Leaders

Participants

instructional staff

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G3.B7.S2 Instructional staff will need additional resources and intervention/enrichment to support instruction

PD Opportunity 1

Provide Professional Development on the components of iReady and the Teacher Toolbox.

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

On 9/28/2017

PD Opportunity 2

Students will begin to track their own data

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Daily, from 8/14/2017 to 5/25/2018

VI. Technical Assistance Items

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

G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Ensure career and college readiness)

G3.B7 Knowledge of using data to drive standards based instruction

G3.B7.S1 Provide professional development on analyzing data reports from: iReady, WIDA, PSELL and Imagine Learning.

TA Opportunity 1

The Leadership Team provide professional development on analyzing data reports from iReady, Imagine Learning and WIDA

Facilitator

Lindsey Lipschutz

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/25/2018

TA Opportunity 2

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

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Provide Professional Development with a focus on analyzing reports and assigning lessons to support the high achieving/gifted learner.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0217 - Camelot Elementary			\$400.00

Orange - 0217 - Camelot Elementary - 2017-18 SIP
Camelot Elementary

							<i>Notes: office supplies, papers etc.</i>
2	G1.B1.S1.A2	Trainings will be provided on available reports in iReady to support strategic grouping of students in ELA and Math.				\$20,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	100-Salaries	0217 - Camelot Elementary	General Fund		\$20,000.00	
3	G1.B1.S1.A3	Identify highest 25% on each grade level and monitor their progress through Standards Based Data Meetings and iReady reports.				\$500.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$500.00	
							<i>Notes: Materials and supplies for progress monitoring.</i>
4	G1.B1.S1.A4	Enrichment will be provided to highest 25% during the school-wide MTSS time in the areas of STEM.				\$5,400.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$3,000.00	
							<i>Notes: Purchase of school supplies for MTSS , STEM, STEM SAT.</i>
	5100	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$2,400.00	
							<i>Notes: Purchase Mystery Science</i>
5	G1.B1.S1.A5	The leadership team will conduct walkthroughs to monitor effective strategies used to support differentiated instruction.				\$400.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$400.00	
							<i>Notes: To pay for the cost of materials</i>
6	G1.B1.S2.A1	Identify highest 30% in ELA and Math in grades K-5 using iReady and/or FSA.				\$300.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	239-Other	0217 - Camelot Elementary	General Fund		\$300.00	
							<i>Notes: Copies, toner, supplies</i>
7	G1.B1.S2.A2	Monitor the progress of the highest 30% through data meetings and PLC's to ensure growth. Work with teams to plan for differentiated lessons to meet the needs of these students.				\$200.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$200.00	
							<i>Notes: Copies, ink , highlighters</i>

Orange - 0217 - Camelot Elementary - 2017-18 SIP
Camelot Elementary

8	G2.B5.S1.A1	Professional development will be provided on Kagan Cooperative Learning Strategies				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$7,000.00
<i>Notes: Purchase KAGAN KITS and pay presenter</i>						
9	G2.B5.S1.A2	All instructional staff will participate in professional learning by reading Growth Mindset and GRIT. Teams will present their assigned chapters in faculty meetings while embedding a Kagan Strategy.				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$2,300.00
<i>Notes: Purchase Mindset and GRIT</i>						
10	G2.B5.S1.A3	Teachers will work in grade level PLC's to plan and implement strategies that foster a Growth Mindset and grit with our students.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$300.00
<i>Notes: Purchase supplies to prep before, during and after PLCs.</i>						
11	G2.B5.S1.A4	The leadership team will conduct weekly walkthroughs with a targeted focus and discuss areas of need and necessary action plans at leadership meetings.				\$0.00
12	G2.B5.S2.A1	Professional Development on learning gains and proficiency levels to help teachers identify students who need differentiated lessons.				\$6,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$200.00
<i>Notes: To pay for the cost of materials</i>						
	5100	140-Substitute Teachers	0217 - Camelot Elementary	General Fund		\$6,000.00
<i>Notes: To pay for the cost of substitutes</i>						
13	G2.B5.S2.A2	Provide Professional Development to teachers on the changes to the Marzano Instructional Framework.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$200.00
<i>Notes: Purchase school supplies</i>						
14	G2.B5.S2.A3	Leadership Team will provide regular and timely feedback on rigorous standards based instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Orange - 0217 - Camelot Elementary - 2017-18 SIP
Camelot Elementary

	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$200.00
			<i>Notes: Purchase school supplies</i>			
15	G2.B5.S2.A4	Leadership Team will conduct walkthroughs to monitor implementation of Marzano Instructional Framework.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0217 - Camelot Elementary			\$0.00
16	G2.B5.S2.A5	Teachers will receive constant feedback from the administration team on the use of DQ 2, 3 and 4 moving students towards more rigorous instruction.				\$0.00
17	G2.B5.S2.A6	Students will track their own progress through standards based academic notebooks. Teachers will provide feedback.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$500.00
			<i>Notes: Purchase school supplies such as , pencils, notebooks , paper, binders</i>			
18	G3.B7.S1.A1	The Leadership Team provide professional development on analyzing data reports from iReady, Imagine Learning and WIDA				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	341039-SUPPLIES - EDUCATIONAL	0217 - Camelot Elementary	General Fund		\$200.00
			<i>Notes: Copies and resources</i>			
19	G3.B7.S1.A2	The Leadership Team will conduct bi-monthly data meetings to progress monitor student achievement and collaborate with teachers to facilitate an action plan. The action plan will identify students struggling to meet mastery. Teachers will then plan how to reteach these targeted students using standards-based instruction.				\$0.00
20	G3.B7.S1.A3	The Leadership Team will post monthly teacher iReady data in the mailroom to keep the focus on using data to drive standards based instruction.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	341021-SUPPLIES - OFFICE - NON-CONSUMABLE	0217 - Camelot Elementary	General Fund		\$300.00
21	G3.B7.S1.A4	The Leadership Team will conduct walkthroughs together to ensure calibrated specific feedback is provided to teachers to ensure effective standards based instruction.				\$0.00
22	G3.B7.S1.A5	Differentiated professional development opportunities will be provided to support teachers in using data to drive standards based instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Orange - 0217 - Camelot Elementary - 2017-18 SIP
Camelot Elementary

	5100	590-Other Materials and Supplies	0217 - Camelot Elementary			\$200.00
			<i>Notes: Purchase supplies for the PD</i>			
23	G3.B7.S1.A6	Identify lowest 25% on each grade level and monitor their progress through Standards Based Data Meetings and iReady reports.				\$40,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0217 - Camelot Elementary	General Fund		\$200.00
			<i>Notes: Purchase penics, highlighters , paper, etc</i>			
	5000	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$40,000.00
			<i>Notes: Purchase Ready Florida ELA and Math</i>			
24	G3.B7.S1.A7	Lowest 30% on each grade level is in a face to face Tier 2 intervention from 8:45-9:15 daily.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	0217 - Camelot Elementary	General Fund		\$15,000.00
			<i>Notes: Purchase Voyager</i>			
25	G3.B7.S2.A1	Provide Professional Development on the components of iReady and the Teacher Toolbox.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	341018-SUPPLIES - OFFICE - CONSUMABLE	0217 - Camelot Elementary	General Fund		\$100.00
26	G3.B7.S2.A2	Review data to look for trends and patterns and how best to address them.				\$0.00
27	G3.B7.S2.A3	Students will begin to track their own data				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	341042-SUPPLIES - TRAINING	0217 - Camelot Elementary	General Fund		\$100.00
					Total:	\$100,000.00