

Polk County Public Schools

Carlton Palmore Elementary School



2017-18 Schoolwide Improvement Plan

Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	D

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 Carlton Palmore Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Carlton Palmore strives to connect students, parents and teachers by creating a "A Learner Today, A Leader Tomorrow."

2. School Environment

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

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

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

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

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

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

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

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

Student safety leaders are posted throughout the building before and after school to provide assistance during arrival and dismissal. All students are under the direct supervision of adults. All staff members have arrival and dismissal posts to ensure student safety. Our students feel safe to think and speak about their academic learning as we have a set of school-wide and high yield strategies that are followed by the teachers in each classroom and the children are introduced to these expectations and know what to expect during the learning day. Writing rubrics that are used consistently across the grade levels are implemented and built on the knowledge previously learned from one grade to the next. In every classroom "Thinking Maps" are used as our primary graphic organizers, writing expectations are posted in every classroom and followed in all writing across the curriculum. Journals are implemented in all academic areas at all grade levels and the procedures for the use of those journals stay consistent; therefore, students know the expectations and format as they matriculate from one grade to the next and the work becomes more rigorous in nature. We also have a school-wide Positive Behavior Support System integrated with the 7-Habits, that includes CHAMPS, with a manual that is sent home and signed by parents. All classrooms use the "Clip System" and the recognition of "Exemplary Leader" tickets. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

3. Early Warning Systems

The school's response to this section may 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.

Polk County Public Schools has an early warning system that automatically notifies the schools of students that are absent 10 or more days of enrollment regardless of whether the absence is excused or a result of out-of-school suspension, total number of in-school and out-of-school suspensions greater than three days, and students over age 2 or more years for the grade level. The principal reviews all report cards quarterly and notes course failures in English Language Arts and mathematics. She communicates with parents and meets with teachers to implement a plan for academic success. All level 1 scores on statewide, standardized assessments in English Language Arts and mathematics are analyzed and instructional adjustments are made to ensure success. The number of 3rd graders falling in the bottom 25% quartile of the FSA was 17 out of the 75 students tested. Twenty-three percent of our 3rd grade students were in the bottom 25% for the 2016-2017 school year whereas there was 30% in the 2015-2016 school year.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	3	18	7	14	9	13	0	0	0	0	0	0	0	64
One or more suspensions	9	1	10	18	10	8	0	0	0	0	0	0	0	56
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	21	15	20	0	0	0	0	0	0	0	56

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

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

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

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

B. Family and Community Engagement

The school's response to this section may 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?

Yes

1. PFEP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Baker, Jamie	Instructional Coach
Showers-Coy, Sommer	School Counselor
Peterson, Briann	Instructional Coach
Maslyn, Jessica	Teacher, K-12
Zimmerman, Ann	Teacher, ESE

b. Duties

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

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

monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.

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

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

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

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

Ann Zimmerman: This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role serves as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff

member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

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

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

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

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

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

**Services are provided to ensure students requiring additional remediation are assisted through afterschool

programs. The district coordinates with Title II and Title III in ensuring staff development.

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

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

**District receives supplemental funds for improving basic education programs through the purchase of

small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)

**Services are provided through the district for education materials and ELL district support services to

improve the education of immigrant and English Language Learners.

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

Supplemental Academic Instruction (SAI)

**The district coordinates funds to provide summer school for Level 1 readers.

Funds will be used to expand the summer program to all Level 2 students.
 **Violence Prevention Programs -The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

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

**Evaluation of last year's school improvement plan

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

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

recommendations and approved the SIP.

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

**Describe the use of school improvement funds allocated

b. Development of this school improvement plan

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

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

Currently we do not have any funds allocated for projects.

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

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

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

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 30

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

II. Needs Assessment

The school's completion of this 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.

During the 2016-2017 school year we improve in our bottom 25% in both reading and math. We increased by 17% in reading and 22% in our math bottom 25%. We improved in all cells except science, where we dropped 8%. However, our 5th grade was 45% students with disabilities for the 2016-2017.

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.

The trend data for Carlton Palmore has always been below 50% of the bottom 25% making gains; however, for the 2016-2017 school year our focus was to get the bottom 25% moving. We did that and now we have to continue progressing with the gains in all areas while moving our level 3 and above.

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.** If we expand "The Leader In Me" program through professional development of teachers and students and engage the entire Carlton Palmore Community in developing students into the technology leaders of the 21st century that take responsibility for their learning and actions, then they will increase individual student learning gains in reading and math.
- G2.** If we differentiate instruction in reading and math, then we will decrease the gap between our subgroups by 25%, while increasing overall proficiency.

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. If we expand "The Leader In Me" program through professional development of teachers and students and engage the entire Carlton Palmore Community in developing students into the technology leaders of the 21st century that take responsibility for their learning and actions, then they will increase individual student learning gains in reading and math. 1a

G098221

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0
Math Gains	63.0

Targeted Barriers to Achieving the Goal 3

- Parent involvement in order to create future student leaders that take ownership of their learning and behavior.
- Staff knowledge on how to implement with fidelity the Leader in Me program in order to teach the students the leadership skills needed to improve their academic achievement, attendance, behavior and interactions with others to get them college and career ready,

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 9/4/2017 to 5/18/2018

Evidence of Completion

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

G2. If we differentiate instruction in reading and math, then we will decrease the gap between our subgroups by 25%, while increasing overall proficiency. 1a

G098222

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Two or More Races	57.0
FSA Math Achievement - Two or More Races	63.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of Differentiated Instruction with all subgroups
- Lack of small group planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- District personnel
- Principal
- Coaches
- Research books
- LEA facilitator
- collaborative planning
- Next steps established as move forward
- ESE teachers
- Guidance

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

We will look at all students, with an eye on the data of the bottom 25%, subgroups and increases in student learning from one assessment to the next, to ensure their differentiation needs are being met, yet meeting the complexity level of the standard.

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. If we expand "The Leader In Me" program through professional development of teachers and students and engage the entire Carlton Palmore Community in developing students into the technology leaders of the 21st century that take responsibility for their learning and actions, then they will increase individual student learning gains in reading and math. **1**

 G098221

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

 B264229

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

 S279882

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Badonna Dardis

Schedule

Semiannually, from 9/4/2017 to 5/18/2018

Evidence of Completion

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

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

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

Person Responsible

Nikki Jones

Schedule

Semiannually, from 9/4/2017 to 5/18/2018

Evidence of Completion

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

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

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

Person Responsible

Nikki Jones

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Agendas, parent communication and implementation evidence.

G1.B2 Staff knowledge on how to implement with fidelity the Leader in Me program in order to teach the students the leadership skills needed to improve their academic achievement, attendance, behavior and interactions with others to get them college and career ready, 2

B264230

G1.B2.S1 All staff will receive "Leader in Me" professional development in order to begin to understand and implement with fidelity the 7-habits for student academic, social and emotional well being. Staff will implement the 7-habits to build student technology effective leaders that take ownership of their behavior and academics. 4

S279883

Strategy Rationale

We began to implement the 7-habits during the 2015-2016 school year and have data to show an increase in student achievement, decrease in referrals and an improvement in school wide culture over the past two years. Therefore, we have received a grant to move forward with official training through the Stephen Covey Leader in Me Institute.

Action Step 1 5

Staff development of the "Leader In Me" and the creation of an implementation plan to incorporate leadership throughout the school.

Person Responsible

Badonna Dardis

Schedule

Semiannually, from 8/2/2017 to 5/18/2018

Evidence of Completion

Student Data notebooks, decrease in referrals and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Nikki Jones

Schedule

Weekly, from 8/2/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observation of the 7-Habits being implemented school wide, Leader in Me language in lesson plans, and monitoring of student data. The school culture visually changing. PBS system and 7-habits evident in lesson plans.

Person Responsible

Nikki Jones

Schedule

Quarterly, from 8/2/2017 to 5/18/2018

Evidence of Completion

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

G2. If we differentiate instruction in reading and math, then we will decrease the gap between our subgroups by 25%, while increasing overall proficiency. 1

G098222

G2.B1 Knowledge of Differentiated Instruction with all subgroups 2

B264231

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

S279884

Strategy Rationale

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

Action Step 1 5

Differentiated Instruction Professional Development on personalized computer programs for students

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Sommer Showers-Coy

Schedule

On 5/18/2018

Evidence of Completion

Small differentiated flexible group lesson plans

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

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

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

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

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

We will analyze data and adjust instructional practice to meet the needs of the students based on the data findings.

Person Responsible

Badonna Dardis

Schedule

On 5/18/2018

Evidence of Completion

Data from Performance Matters will be collected as evidence of increasing proficiency, decreasing gaps in subgroups and increasing academic performance for all students.

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

We will monitor student formative and summative data in order to adjust differentiation for mastery.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

FSA data and progress monitoring data

G2.B4 Lack of small group planning **2**

 B264234

G2.B4.S1 Model small group lesson plans and template. **4**

 S279887

Strategy Rationale

Written lesson plans for small groups will individualize instruction and met the individual students where they are academically

Action Step 1 **5**

Train teachers on quality small group lesson plan templates for math and reading.

Person Responsible

Jamie Baker

Schedule

Quarterly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Lesson plans with noted improvements from the beginning of the year to the end.

Action Step 2 **5**

Professional Development on how to form small groups based on live data and materials utilized in small group.

Person Responsible

Briann Peterson

Schedule

Quarterly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Data chat documentation, data notebooks and lesson plans

Action Step 3 5

Scaffold teachers and push in coaching support for small group instruction.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Coaching logs, lesson plans and Journey data

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Monitoring of data notebooks and observations of small group instruction

Person Responsible

Badonna Dardis

Schedule

Weekly, from 7/17/2017 to 5/18/2018

Evidence of Completion

Leadership minutes, Journey walk-through data, lesson plans, small group observations and PLC minutes of data chats with teachers.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Monitoring of instructional gains through live data.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Data based decisions after analyzing data, notes from data chats, lesson plans and observation of small group instruction.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teacher-Administrative data chats and data analysis of subgroups.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/28/2017 to 5/18/2018








Evidence of Completion

Data, both formative and summative, lesson plans and PLC data chat notes.

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.B1.S1.A3 A377238	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M408326	Increase in student achievement, decrease in discipline referrals, increase in leadership...	Dardis, Badonna	9/4/2017	Student formative and summative assessments, data notebooks, discipline data and cultural/climate survey.	5/18/2018 quarterly
G2.MA1 M408333	FSA, formative and summative data will be collected and desegregated, along with progress...	Dardis, Badonna	8/7/2017	We will look at all students, with an eye on the data of the bottom 25%, subgroups and increases in student learning from one assessment to the next, to ensure their differentiation needs are being met, yet meeting the complexity level of the standard.	5/18/2018 monthly
G1.B1.S1.MA1 M408322	Monitoring of parent involvement events to ensure the events are addressing student leadership...	Jones, Nikki	9/4/2017	Agendas, parent communication and implementation evidence.	5/18/2018 monthly
G1.B1.S1.MA1 M408323	Implementation will be monitored through stake holder feedback, achievement data and behavioral...	Jones, Nikki	9/4/2017	Parent communication forms, Power Points, information sent home, agendas and web-page information concerning parent centers. Title 1 Intranet folder with evidence of parent interaction. Student progress monitoring data and discipline data.	5/18/2018 semiannually
G1.B1.S1.A1 A377234	Parent Involvement activities targeting the understanding of building leadership skills in children...	Dardis, Badonna	9/4/2017	Agendas, parent sign in sheets and newsletter advertisement of event.	5/18/2018 semiannually
G1.B2.S1.MA1 M408324	Observation of the 7-Habits being implemented school wide, Leader in Me language in lesson plans,...	Jones, Nikki	8/2/2017	School campus beginning to visual change with the 7-habits and leadership quotes everywhere (culture), student lighthouse committee, student data notebooks, agendas, lesson plans with the 7-habits evident.	5/18/2018 quarterly
G1.B2.S1.MA1 M408325	Implementation of the 7-habits will be evident throughout the school through our PBS system,...	Jones, Nikki	8/2/2017	PBS system in each child's agenda, decrease in monthly referrals and leadership buttons given to students through exemplary tickets of the 7-habits, before and after photos of school environment and student learning gains noted through student data notebooks.	5/18/2018 weekly
G1.B2.S1.A1 A377235	Staff development of the "Leader In Me" and the creation of an implementation plan to incorporate...	Dardis, Badonna	8/2/2017	Student Data notebooks, decrease in referrals and lesson plans	5/18/2018 semiannually
G2.B1.S1.MA1 M408327	We will monitor student formative and summative data in order to adjust differentiation for...	Dardis, Badonna	8/7/2017	FSA data and progress monitoring data	5/18/2018 monthly
G2.B1.S1.MA1 M408328	We will monitor through observations of small flexible groups and differentiation during whole...	Dardis, Badonna	8/7/2017	Journey walk through evidence on EPC for differentiation, students work samples, and data.	5/18/2018 monthly
G2.B1.S1.MA3 M408329	We will analyze data and adjust instructional practice to meet the needs of the students based on...	Dardis, Badonna	8/8/2017	Data from Performance Matters will be collected as evidence of increasing proficiency, decreasing gaps in subgroups and increasing academic performance for all students.	5/18/2018 one-time
G2.B1.S1.A1 A377236	Differentiated Instruction Professional Development on personalized computer programs for students	Dardis, Badonna	8/8/2017	PLC forms of PD, lesson plans and samples of student differentiated work and student computer data	5/18/2018 monthly

Polk - 0061 - Carlton Palmore Elem. School - 2017-18 SIP
Carlton Palmore Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2  A377237	ESE teachers and Para-educators assist in differentiated instruction (small group) to better meet...	Showers-Coy, Sommer	8/8/2017	Small differentiated flexible group lesson plans	5/18/2018 one-time
G2.B4.S1.MA1  M408330	Teacher-Administrative data chats and data analysis of subgroups.	Dardis, Badonna	8/28/2017	Data, both formative and summative, lesson plans and PLC data chat notes.	5/18/2018 monthly
G2.B4.S1.MA1  M408331	Monitoring of data notebooks and observations of small group instruction	Dardis, Badonna	7/17/2017	Leadership minutes, Journey walk-through data, lesson plans, small group observations and PLC minutes of data chats with teachers.	5/18/2018 weekly
G2.B4.S1.MA2  M408332	Monitoring of instructional gains through live data.	Dardis, Badonna	8/28/2017	Data based decisions after analyzing data, notes from data chats, lesson plans and observation of small group instruction.	5/18/2018 monthly
G2.B4.S1.A1  A377239	Train teachers on quality small group lesson plan templates for math and reading.	Baker, Jamie	8/8/2017	Lesson plans with noted improvements from the beginning of the year to the end.	5/18/2018 quarterly
G2.B4.S1.A2  A377240	Professional Development on how to form small groups based on live data and materials utilized in...	Peterson, Briann	8/8/2017	Data chat documentation, data notebooks and lesson plans	5/18/2018 quarterly
G2.B4.S1.A3  A377241	Scaffold teachers and push in coaching support for small group instruction.	Dardis, Badonna	8/8/2017	Coaching logs, lesson plans and Journey data	5/18/2018 monthly

V. Professional Development Opportunities

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

G1. If we expand "The Leader In Me" program through professional development of teachers and students and engage the entire Carlton Palmore Community in developing students into the technology leaders of the 21st century that take responsibility for their learning and actions, then they will increase individual student learning gains in reading and math.

G1.B2 Staff knowledge on how to implement with fidelity the Leader in Me program in order to teach the students the leadership skills needed to improve their academic achievement, attendance, behavior and interactions with others to get them college and career ready,

G1.B2.S1 All staff will receive "Leader in Me" professional development in order to begin to understand and implement with fidelity the 7-habits for student academic, social and emotional well being. Staff will implement the 7-habits to build student technology effective leaders that take ownership of their behavior and academics.

PD Opportunity 1

Staff development of the "Leader In Me" and the creation of an implementation plan to incorporate leadership throughout the school.

Facilitator

Badonna Dardis/Leader in Me trainer

Participants

All Staff

Schedule

Semiannually, from 8/2/2017 to 5/18/2018

G2. If we differentiate instruction in reading and math, then we will decrease the gap between our subgroups by 25%, while increasing overall proficiency.

G2.B1 Knowledge of Differentiated Instruction with all subgroups

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

PD Opportunity 1

Differentiated Instruction Professional Development on personalized computer programs for students

Facilitator

Badonna Dardis, Brianne Peterson and Jamie Baker

Participants

All teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

PD Opportunity 2

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

Facilitator

Badonna Dardis, District Coaches, Briann Peterson and Jamie Baker

Participants

Teachers

Schedule

On 5/18/2018

G2.B4 Lack of small group planning

G2.B4.S1 Model small group lesson plans and template.

PD Opportunity 1

Train teachers on quality small group lesson plan templates for math and reading.

Facilitator

Badonna Dardis, Brianne Peterson and Jamie Baker

Participants

Teachers

Schedule

Quarterly, from 8/8/2017 to 5/18/2018

PD Opportunity 2

Professional Development on how to form small groups based on live data and materials utilized in small group.

Facilitator

Badonna Dardis, Brianne Peterson and Jamie Baker

Participants

Teachers

Schedule

Quarterly, from 8/8/2017 to 5/18/2018

PD Opportunity 3

Scaffold teachers and push in coaching support for small group instruction.

Facilitator

Brianne Peterson and Jamie Baker

Participants

Teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Parent Involvement activities targeting the understanding of building leadership skills in children and the 7-habits, improved student achievement, behavior, and cultural/interactions with others.				\$5,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0061 - Carlton Palmore Elem. School	Title I, Part A		\$1,000.00
			<i>Notes: Materials and supplies for parent involvement in "Leader in Me" in order to assist parents with understanding how to implement leadership skills with their children.</i>			
	6150	510-Supplies	0061 - Carlton Palmore Elem. School	Title I, Part A		\$4,600.00
			<i>Notes: Provide student 7- habit agendas with daily, monthly and weekly activities for parents to complete with their child. Creating a home to school communication tool. Bi-Monthly Newsletters with 7-Habit information.</i>			
2	G1.B2.S1.A1	Staff development of the "Leader In Me" and the creation of an implementation plan to incorporate leadership throughout the school.				\$29,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0061 - Carlton Palmore Elem. School	Title I, Part A		\$7,500.00
			<i>Notes: Purchase on-line materials and software as well as student supplies and books.</i>			
	6400	140-Substitute Teachers	0061 - Carlton Palmore Elem. School	Title I, Part A		\$22,000.00
			<i>Notes: Provide substitutes for 28 teachers for 2 professional development days.</i>			
3	G2.B1.S1.A1	Differentiated Instruction Professional Development on personalized computer programs for students				\$48,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	643-Capitalized Hardware and Technology-Related Infrastructure	0061 - Carlton Palmore Elem. School	Title, I Part A		\$48,000.00
			<i>Notes: Student computers for reading and math on-line programs for individualized differentiated instruction and technology resources for careers of the 21st century.</i>			
4	G2.B1.S1.A2	ESE teachers and Para-educators assist in differentiated instruction (small group) to better meet the needs of all students.				\$0.00
5	G2.B1.S1.A3					\$0.00
6	G2.B4.S1.A1	Train teachers on quality small group lesson plan templates for math and reading.				\$0.00
7	G2.B4.S1.A2	Professional Development on how to form small groups based on live data and materials utilized in small group.				\$0.00

Polk - 0061 - Carlton Palmore Elem. School - 2017-18 SIP
Carlton Palmore Elementary School

8	G2.B4.S1.A3	Scaffold teachers and push in coaching support for small group instruction.	\$0.00
Total:			\$83,100.00