St. Johns County School District

Palencia Elementary School

2015-16 School Improvement Plan

Palencia Elementary School

355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

http://www-pes.stjohns.k12.fl.us/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	22%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	20%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	A*	A	B

*Preliminary 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 was approved by the St. Johns County School Board on 10/7/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are a CREW setting SAIL into Tomorrow's world." Included in this are the Key words CREW and SAIL, which stand for:
C- Creative. S- Successful
R- Responsible. A- Adventurous
E- Engaged. I - Inovative
W - Worthy. L- Leaders

Provide the school's vision statement

Our School Vision is very simple: 100%
100% to us means that we strive to be a school where ALL (100%) of our students are achieving the required level of proficiency.

School Environment

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

Palencia Elementary learns about students' cultures and builds relationships by inviting the parents and community members to a 'State of the School, welcome meeting to receive information and give input in regards to their questions and concerns. The administration team makes home visits and community center visits after hours for parents unable to attend regular school meetings or with transportation limitations. Student placements consider the students learning style and individual needs, pairing them with the best teaching environment to build a positive relationship and academic success. Palencia Elementary also hosts an annual meet the teacher and an additional curriculum chat to meet parents and address individual concerns. Individual conferences are scheduled throughout the year. Teachers lead a variety of after school activities (such as Girls on the Run, Running Club, Chess Club, Art Club, Drama Club, etc.) fostering non-academic relationships based on student interest. This year a majority of the staff has been trained in the '7 Habits of Highly Effective People'. This training will then be turned into lessons in the classroom.

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

Student safety and respect are met with a variety of strategies. Our administration works with each grade level during a town hall meeting to go over expectations, procedures and guidelines. The students routinely participate in safety drills (fire, tornado, lock-down, evacuation) throughout the year. Teachers review procedures and reassure students of their safety continuously. Our rising fifth graders are eligible to serve as safety patrols who welcome students and dismiss them at various locations throughout the school ensuring their safety. Student leadership is promoted throughout each grade level to recognize students' achievements and talents fostering an overall positive environment with reading leaders, Student-led morning news and student tour guides, etc. .

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

School wide behavioral system is based on the county Pillars of Character. Students are introduced to each pillar and the qualities that are displayed in that character. All school staff can recognize students displaying these qualities by awarding students an invitation to eat lunch at the "Captains Table". Administration and staff eat lunch with students to develop relationships and discuss positive behaviors at this special table. Students are recognized at different interval through the collection process. Our school also models the principles found in Stephen Covey's Seven Habits of Happy Kids using common language of expectations. Teachers develop a classroom behavior plan to suit their students' needs following and modeling throughout the year. A CPI team is in place to address crisis situations that may arise. Training is schedule as needed. Students, teachers and staff also follow the MTSS behavioral model.

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

Palencia Elementary meets the social-emotional needs of students through the guidance counselor working with small targeted groups, individual teacher recommendations and parental referrals. Community and pupil mentors are provided based on individual student needs, usually recommended by teachers, parents or guidance counselor. There are two paraprofessionals who work with identified students to provide instructional support and mentoring.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We had 736 volunteers that have accumulated 12,746 hours of service to our school. We are very thankful to our community for this support.

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

Palencia Elementary is very fortunate to have a retirement community nearby. We have had a few volunteers from this community in the past. We are in the process of building a relationship with this community to increase the number of volunteers and the number of hours for volunteers in our school. Last year we piloted a "Tide Tuesday" Program in which we partner every child that did not score at the required level of proficiency on State standardized assessments. This program includes volunteers from community and the retirement community to partner each child with an adult to focus on the area in which they did not meet the required level. We have hired a paraprofessional that will be instrumental in organizing this plan. We believe that the first year of this program was very successful. We plan to expand this program this year by adding more volunteers including adding leadership students from the high school in our feeder pattern.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Anderson, Allen	Principal
Fuller, Angela	Assistant Principal
Ledford, Jennifer	SAC Member
Dowdie, Kate	Teacher, K-12
Keisler, Heather	Teacher, ESE
Royal, Rebecca	Teacher, K-12
Hackney, Sharon	Instructional Coach
Paczkowski, Susan	SAC Member
Caldwell, Heather	SAC Member
Ackerman, John	Teacher, K-12
Kerekes, Cheryl	Teacher, K-12

Duties

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

Principal: At Palencia Elementary, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities, as well as participating on the RtI team.
Assistant Principal: The assistant principal at Palencia Elementary also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, communicates with parents regarding school-based RtI plans and activities, and also participates on the RtI team.
Instructional Coach: Palencia Elementary's Instructional Literacy Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need 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.
Teacher: The teachers serve a valuable role in the Leadership of the school. They provide valuable information as to the current condition of the school and the needs of the students. They often provide suggestions as to resolving instructional issues. The teachers are the most important aspect of the school.

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

Palencia Elementary School uses the Multi-Tiered System of Support/ Response to Instruction/ Intervention to address the needs of students, classes and the school. The MTSS/RTI team meets weekly to analyze data and address identified needs. Not only can the team bring a need to be addressed, but individual teachers may bring a child to the team as well. Once a need has been addressed, the student, class or teacher is placed on a plan including interventions, data supported progress check points, plan review dates and fidelity checkpoints.

Based on last year's data, resources were realigned and adjusted to meet the needs of the school. The administration, the MTSS/RTI Team and faculty all agreed that the students could benefit from the use of a tutor. This year we reassigned the use of a paraprofessional to tutor students in need as well as to lead and coordinate a team of volunteers that will be additionally tutoring our students. We have designated Wednesday's as our volunteer day. We have conducted a training during which we provided volunteers with resources and expectations of tutors. Students will be assigned tutors based on need as determined by staff and the MTSS/RTI team.

Based on the data from last year's Discover Education scores and feedback from instructional staff we have decided to focus our efforts on personal to assist with student achievement and getting our digital school the technological training needed. Our SAI plan focuses on providing tutors for our students that are struggling or those that may need a little help to grasp a concept.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Case	Teacher
Jennifer Ledford	Teacher
Allen Anderson	Principal
Susan Paczkowski	Parent
Rebecca Brown	Teacher
Rebecca Royal	Teacher
Angela Fuller	Principal
Necole Neal	Parent
Ally Walczak	Parent
Angie Hicks	Parent
Meredith McCarthy	Parent
Ashley Rorex	Parent
Karen Savo-Matthews	Parent
Char Retowski	Parent
Linda Peppe	Parent
Meenal Deshmukh	Parent
Laura Simpson	Teacher
Heather Caldwell	Teacher
Krista Plandel	Parent
Shannon Ayrish	Teacher
Cheryl Kerekes	Teacher
Sarah Edwards	Teacher
Kristi Angus	Parent

Duties

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

Evaluation of last year's school improvement plan

During a SAC meeting, our results were shared. While SAC was pleased, there is still much work to be done for our students and our school. SAC felt that we achieved a few items in a very timely manner. It was discussed that as a new school there are a couple of objectives that will take more time to achieve. The evaluation helped in the development of the current plan.

Development of this school improvement plan

Each year a needs assessment survey is sent out to students, staff and parents. The results of these surveys are shared with the SAC Team. Data from State and District assessments are used in developing needs and goals for the school.

Preparation of the school's annual budget and plan

The school's annual budget and staffing plan is shared each year with the SAC Team. This team offers suggestions and discusses school needs which assist with the decision making process. Much of this is determined by student population.

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

At the end of last year SAC ended with $2492. Those funds were used to purchase the Being a Writer Program for grades 3-5. This made the program available to all grades in the school.
This year Teachers and Teams will be able to submit to the SAC Team requests for use of new funds.
SAC was awarded $3002 (New funds) from which to fund allocations. request.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hackney, Sharon	Instructional Coach
Anderson, Allen	Principal
Fuller, Angela	Assistant Principal
Ledford, Jennifer	Teacher, K-12
Royal, Rebecca	Teacher, K-12
Caldwell, Heather	Teacher, ESE
Delatorre, Sabrina	Teacher, ESE
Raikes, Shannon	Guidance Counselor
Little, Susan	Psychologist

Duties

Describe how the LLT promotes literacy within the school

The major function of the LLT will be the expansion of the resources available to our students and teachers.

Public and Collaborative Teaching

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

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

Palencia Elementary School implements a variety of methods to encourage positive relationships between staff. All new instructional staff are partnered with a mentor teacher who serves as a resource for the year. This mentor / mentee relationship assists in supporting the new staff to the environment, expectations, policies and procedures of the school. Administration schedules monthly meetings with the new staff as well, again to provide support and encouragement to these staff members. Monthly gatherings are scheduled to offer the staff an opportunity to gather in a social setting. This year we were able to schedule each team to have similar resource times. This will allow teams to have additional planning times. Efforts will be made to limit meetings to provide additional planning time for teachers and teams. Instructional staff is also offered the opportunities to observe other teachers to ignite

conversations on instructional practices. St. Johns County School District has implemented a schedule that allows a modified schedule to increase planning and professional development opportunities for all staff.

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

PES uses data from a Gallup survey that each candidate takes as part of the application process. This research supported score is used as a filter when determining which candidates will be interviewed. The system that our school district uses also identifies candidate's status of Highly Qualified and areas of Certifications. This information is also used in the selection process. The interview team includes the team the applicant will be working with. This team then has made a connection and has a level of responsibility for the success for the new staff member. Once employed, new staff are placed with a mentor and is also supported by administration. Additionally, we hope to retain high quality staff through the collective development and integration of the school vision. All school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.

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

The teacher mentoring program consists of two support systems. The first of these is a direct mentor – mentee relationship. Each new employee is assigned to a staff member as a mentor. This mentor is a staff member that works in a similar role. It has been our experience that sometimes this relationship happens naturally. Administration makes the final assignment of the Mentor / Mentee relationship but any natural relationship that develops is taken into consideration. The second system is support from Administration. New staff will be invited to a monthly meeting with Administration to provide training, discuss concerns, best practices and a time for questions and answers. Person(s) Responsible: Principal and Assistant Principal

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course.
The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.
In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and

administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

Instructional Strategies

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

Teachers review a collection data (DFA, DE, State Standardized Assessments, EOC, teacher generated assessments, teacher observations, RTI plans, etc.) and then differentiate instruction to match the individual needs. Differentiated instruction may include, but is not limited to, remediation, modified assignments, small group support, MTSS/RTI, etc. Fifty minutes of each day are allocated to help students who did not make adequate gains from the previous year. A school team has been developed for this purpose (ILC, ESE teachers, para-professionals, etc.) MTSS/RTI is also in place to identify and help develop strategies so that students may be successful in differentiation of learning and/or recommendation for additional services.

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

Strategy: After School Program

Minutes added to school year: 0

Strategy - Enrichment Wheel (used by the gifted blended classes.)
Purpose – To provide the rigor and enrichment that is required to meet the needs and goals of the gifted child.
Data collection – comparison of state standardized testing Scores
Responsible person for monitoring – Gifted Blended teachers/classroom teachers
Strategy- Student LeaderSHIP program
Purpose- to give students an opportunity to develop interpersonal communication skills.
Data- current enrollment as compared to 2014/2015 pilot program

Strategy Rationale

In order to meet the goals set for the Gifted and general education students an Enrichment Wheel will be implemented to provide the necessary enrichment. Students want to take part in programs that have an impact on society. The enrichment wheel will include those types of programs.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hackney, Sharon, sharon.hackney@stjohns.k12.fl.us

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

Strategy - Garden / cooking club
Purpose – to give the students a hands on experience in the use of formula's, measurements, recycling, gardening (Basic needs, etc) as well as other curriculum related experiences.
Strategy- LeaderSHIP leadership program
Purpose- to give students an opportunity to develop interpersonal communication skills.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Currently we are in a partnership with the local Preschool. We meet with the owners on a regular basis and they provide the after school program for our school. This allows them to see the expectations of our school and builds a bridge between the two agencies. This increases communication between these providers and our teachers. We invite this provider as well as many of the other local providers to bring their students to visit the school prior to the end of the year. This builds excitement as they transition to the 'big school'.
We also partner with the local middle schools. Through this partnership our students travel to the Middle School they will be attending to receive an orientation and to meet school leadership.

College and Career Readiness

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

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

N/A

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

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

N/A

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.   Implement a foreign language into elementary level classroom curriculum

G2.   If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.

G3.   If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.

G4.   If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase.

Strategic Goals Detail

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

G1. Implement a foreign language into elementary level classroom curriculum 1a

Targets Supported 1b   🔧 G069004

Indicator	Annual Target
ELA/Reading Gains	100.0

Resources Available to Support the Goal 2

- Rosetta Stone online foreign language program 1:1 digital school time available in the grade level resource block rotation

Targeted Barriers to Achieving the Goal 3

- Time within the instructional day and curriculum resources available

G2. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations. `1a`

G069005

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0

Resources Available to Support the Goal `2`

- District Formative Assessments aligned to FSAS and District Curriculum Maps
- Marzano Model of High Yield Strategies
- MTSS Team
- CPALMS
- Instructional Literacy Coach- Sharon Hackney
- Accelerated Reader and STAR assessments
- 'Tides'-targeted intervention group
- District level ELA and Reading program Specialist- Laurie Hayes
- District developed curriculum map
- Diagnostic Reading Assessment

Targeted Barriers to Achieving the Goal `3`

- Student Attendance

Plan to Monitor Progress Toward G2. `8`

ELA DFA, AR, STAR, Tides assessment, MTSS/RTI, DTA, DE

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

FI State Assessment, DFA and DE scores

G3. If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance. `1a`

Targets Supported `1b`

🔍 G069006

Indicator	Annual Target
Attendance Below 90%	0.0

Resources Available to Support the Goal `2`

- RTI/MTSS team to determine and monitor student attendance. Reports will be generated by the Computer Operator for review by this team.

- A staff member or para will make home visits and coordinate communication between local agencies and families.

Targeted Barriers to Achieving the Goal `3`

- Some students have poor attendance for a wide variety of reasons, most of these stem from a lack of financial resources to address specific needs.

Plan to Monitor Progress Toward G3. `8`

Student attendance

Person Responsible

Angela Fuller

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student attendance reports.

G4. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase. `1a`

Targets Supported `1b`

G069007

Indicator	Annual Target
FSA English Language Arts - Achievement	100.0

Resources Available to Support the Goal `2`

- District Formative Assessments aligned to CCSS and District Curriculum Maps additional writing program kits needed for grades 3-5

- Marzano Model of High Yield Strategies

- MTSS Team

- Discovery Education Benchmark Assessment Data

- iObservation - walk through feedback

- ROW for professional development on high yield strategies

- CPALMS

- DFA's

- Melissa Forney

- 4 square

Targeted Barriers to Achieving the Goal `3`

- The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child recieves instruction on the Florida testing standards. Another barrier is that the district purchased the writing program for K-2, PES will purchase the program for grades 3-5.

Plan to Monitor Progress Toward G4. `8`

Writing Prompts/Assessments and Daily Writing responses across curriculum

Person Responsible
Sharon Hackney

Schedule
Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion
Students writing samples

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. Implement a foreign language into elementary level classroom curriculum 1

🔑 G069004

G1.B1 Time within the instructional day and curriculum resources available 2

🔑 B179329

G1.B1.S1 Purchase the online Rosetta Stone foreign language program and licenses. Implement individual use. 4

🔑 S190669

Strategy Rationale

The Rosetta Stone program allows individual instruction utilizing available time and available resources as determined by the confines of an elementary school schedule including the inability to fund hiring a full time foreign language instructor

Action Step 1 5

Purchase the online foreign language program and licenses, Rosetta Stone for grades 1-5

Person Responsible

Allen Anderson

Schedule

On 5/30/2019

Evidence of Completion

Rosetta Stone contract

G2. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations. 1

🔍 G069005

G2.B1 Student Attendance 2

🔍 B179330

G2.B1.S1 Student attendance will be addressed as one of the school goals. 4

🔍 S190670

Strategy Rationale

Instruction for these students is vital to their success therefore, we need to make their attendance a priority

Action Step 1 5

MTSS Meetings address lowest quartile data

Person Responsible

Sharon Hackney

Schedule

On 5/26/2016

Evidence of Completion

MTSS Agendas, STAR data, DRA, DE assessment scores, PES Data Notebook and notes

Action Step 2 5

Quarterly data chats regarding student performance - training on Discovery Education tools

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

ROW meeting minutes and agendas

Action Step 3 5

'Tides'- targeted intervention group of students that will receive small group reading remediation 40-50 minutes per week

Person Responsible

Allen Anderson

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

various reading assessment data collected by Tides instructors

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

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

MTSS and ROW Agendas

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Checksheet

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

Quarterly data chats

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student data from DE, DFAs, Tide groups, DRA, STAR, etc.

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

Tides-Targeted Intervention Group

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

STAR, DRA, various assessments based on individual curricula

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

All students in the lowest quartile will show adequate growth in reading

Person Responsible

Allen Anderson

Schedule

On 5/26/2016

Evidence of Completion

Florida standardized assessment

G3. If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance. `1`

🔍 G069006

G3.B1 Some students have poor attendance for a wide variety of reasons, most of these stem from a lack of financial resources to address specific needs. `2`

🔍 B179331

G3.B1.S1 The RTI/MTSS team will monitor attendance reports on a monthly basis. The Attendance Task Force (ATF) consisting of administration, School Resource Officer, Guidance Counselor and the Attendance Para will establish communication with the family and develop a plan to address the attendance issue. `4`

🔍 S190671

Strategy Rationale

We believe that through developing a school/family relationship we will be better able to assist the family in overcoming any attendance barriers.

Action Step 1 `5`

Monthly monitoring of all students that have been identified with attendance issues. This will include a report on the progress made with any families the ATF is working with.

Person Responsible

Angela Fuller

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Attendance rates as monitored by the RTI/MTSS Team

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

School and particular student attendance will be monitored by the ATF.

Person Responsible

Angela Fuller

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

School and individual student attendance reports.

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

Through monitoring students attendance we hope to be able to evaluate the effectiveness of the relationships between the family and the school and/or any outside agency that is providing support for the family.

Person Responsible

Angela Fuller

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student attendance reports.

G4. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase. [1]

G069007

G4.B1 The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child recieves instruction on the Florida testing standards. Another barrier is that the district purchased the writing program for K-2, PES will purchase the program for grades 3-5. [2]

B179332

G4.B1.S1 Grade level teams will define writing criteria for the grade level and strategize ideas for implementing into various curriculum. Individual teachers will adjust learning plans. As a grade level team continuous monitoring and evaluation will occur. Adjustments and modification will be implemented when necessary. In addition, progressive Grade Level writing non- negotiables have been written and will be implemented this year. [4]

S190672

Strategy Rationale

Writing capabilities need to build at each grade level, starting with kindergarten in order to improve assessment scores in our fourth and fifth graders.

Action Step 1 [5]

Define grade level writing guidelines to support Florida Standards.

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Grade Level Writing Prompts, Student Data Notebooks maintained by the teacher; FSA

Action Step 2 [5]

Teachers at each grade level collaborate to implement

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

ROW meeting minutes and agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Grade Level Meetings and Classroom observations

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student writing throughout the year; journals, DBQ, District Formative Assessments, Florida Standardized Assessments, iObservation feedback

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

District Grade Level Writing Prompts and FL Standardized Assessments

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student Writing on assessments and scores

G4.B1.S2 School wide implementation of the "Being a Writer Program" 4

🔍 S190673

Strategy Rationale

Writing capabilities need to build at each grade level, starting with kindergarten in order to improve assessment scores in our fourth and fifth graders.

Action Step 1 5

Implementation of the "Being a Writer" program by all grade levels.

Person Responsible

Allen Anderson

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

District quarterly Grade level writing prompts. FSA scores for 4th and 5th Grade students.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Grade Level PLC's and the Leadership Team will monitor implementation and best practices of the program. Scores on quarterly writing prompts.

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

PLC notes and assessment scores.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Implementation will be monitored through the PLC minutes submitted by each PLC including the Leadership Team.

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Administration will monitor and provide agenda items for grade level PLC's.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Purchase the online foreign language program and licenses, Rosetta Stone for grades 1-5	Anderson, Allen	8/10/2015	Rosetta Stone contract	5/30/2019 one-time
G2.B1.S1.A1	MTSS Meetings address lowest quartile data	Hackney, Sharon	8/10/2015	MTSS Agendas, STAR data, DRA, DE assessment scores, PES Data Notebook and notes	5/26/2016 one-time
G3.B1.S1.A1	Monthly monitoring of all students that have been identified with attendance issues. This will include a report on the progress made with any families the ATF is working with.	Fuller, Angela	8/10/2015	Attendance rates as monitored by the RTI/MTSS Team	5/26/2016 monthly
G4.B1.S1.A1	Define grade level writing guidelines to support Florida Standards.	Anderson, Allen	8/10/2015	Grade Level Writing Prompts, Student Data Notebooks maintained by the teacher; FSA	5/26/2016 quarterly
G4.B1.S2.A1	Implementation of the "Being a Writer" program by all grade levels.	Anderson, Allen	8/10/2015	District quarterly Grade level writing prompts. FSA scores for 4th and 5th Grade students.	5/26/2016 weekly
G2.B1.S1.A2	Quarterly data chats regarding student performance - training on Discovery Education tools	Hackney, Sharon	8/10/2015	ROW meeting minutes and agendas	5/26/2016 quarterly
G4.B1.S1.A2	Teachers at each grade level collaborate to implement	Anderson, Allen	8/10/2015	ROW meeting minutes and agendas	5/26/2016 quarterly
G2.B1.S1.A3	'Tides'- targeted intervention group of students that will receive small group reading remediation 40-50 minutes per week	Anderson, Allen	8/10/2015	various reading assessment data collected by Tides instructors	5/26/2016 weekly
G2.B1.S1.A4	[no content entered]			once	
G2.MA1	ELA DFA, AR, STAR, Tides assessment, MTSS/RTI, DTA, DE	Hackney, Sharon	8/10/2015	Fl State Assessment, DFA and DE scores	5/26/2016 quarterly
G2.B1.S1.MA1	All students in the lowest quartile will show adequate growth in reading	Anderson, Allen	8/10/2015	Florida standardized assessment	5/26/2016 one-time
G2.B1.S1.MA1	MTSS and ROW Agendas	Hackney, Sharon	8/10/2015	Checksheet	5/26/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA3	Quarterly data chats	Hackney, Sharon	8/10/2015	Student data from DE, DFAs, Tide groups, DRA, STAR, etc.	5/26/2016 quarterly
G2.B1.S1.MA4	Tides-Targeted Intervention Group	Anderson, Allen	8/10/2015	STAR, DRA, various assessments based on individual curricula	5/26/2016 quarterly
G3.MA1	Student attendance	Fuller, Angela	8/10/2015	Student attendance reports.	5/26/2016 monthly
G3.B1.S1.MA1	Through monitoring students attendance we hope to be able to evaluate the effectiveness of the relationships between the family and the school and/or any outside agency that is providing support for the family.	Fuller, Angela	8/10/2015	Student attendance reports.	5/26/2016 monthly
G3.B1.S1.MA1	School and particular student attendance will be monitored by the ATF.	Fuller, Angela	8/10/2015	School and individual student attendance reports.	5/26/2016 monthly
G4.MA1	Writing Prompts/Assessments and Daily Writing responses across curriculum	Hackney, Sharon	8/10/2015	Students writing samples	5/26/2016 quarterly
G4.B1.S1.MA1	District Grade Level Writing Prompts and FL Standardized Assessments	Hackney, Sharon	8/10/2015	Student Writing on assessments and scores	5/26/2016 quarterly
G4.B1.S1.MA1	Grade Level Meetings and Classroom observations	Hackney, Sharon	8/10/2015	Student writing throughout the year; journals, DBQ, District Formative Assessments, Florida Standardized Assessments, iObservation feedback	5/26/2016 quarterly
G4.B1.S1.MA3	[no content entered]			once	
G4.B1.S2.MA1	Implementation will be monitored through the PLC minutes submitted by each PLC including the Leadership Team.	Anderson, Allen	8/10/2015	Administration will monitor and provide agenda items for grade level PLC's.	5/26/2016 quarterly
G4.B1.S2.MA1	Grade Level PLC's and the Leadership Team will monitor implementation and best practices of the program. Scores on quarterly writing prompts.	Anderson, Allen	8/10/2015	PLC notes and assessment scores.	5/26/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement a foreign language into elementary level classroom curriculum

G1.B1 Time within the instructional day and curriculum resources available

G1.B1.S1 Purchase the online Rosetta Stone foreign language program and licenses. Implement individual use.

PD Opportunity 1

Purchase the online foreign language program and licenses, Rosetta Stone for grades 1-5

Facilitator

Rosetta Stone trainer

Participants

PES staff

Schedule

On 5/30/2019

G2. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.

G2.B1 Student Attendance

G2.B1.S1 Student attendance will be addressed as one of the school goals.

PD Opportunity 1

'Tides'- targeted intervention group of students that will receive small group reading remediation 40-50 minutes per week

Facilitator

Sharon Hackney

Participants

All Tides Instructors and teachers who are interested in learning/training about the different programs and curricula used

Schedule

Weekly, from 8/10/2015 to 5/26/2016

G4. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase.

G4.B1 The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child recieves instruction on the Florida testing standards. Another barrier is that the district purchased the writing program for K-2, PES will purchase the program for grades 3-5.

G4.B1.S1 Grade level teams will define writing criteria for the grade level and strategize ideas for implementing into various curriculum. Individual teachers will adjust learning plans. As a grade level team continuous monitoring and evaluation will occur. Adjustments and modification will be implemented when necessary. In addition, progressive Grade Level writing non- negotiables have been written and will be implemented this year.

PD Opportunity 1

Teachers at each grade level collaborate to implement

Facilitator

Team Leaders and ILC

Participants

Grade Level Teams (ELA teachers and ESE teachers)

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

G4.B1.S2 School wide implementation of the "Being a Writer Program"

PD Opportunity 1

Implementation of the "Being a Writer" program by all grade levels.

Facilitator

Being a Writer trainers

Participants

All classroom teachers.

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Technical Assistance Items

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

G2. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.

G2.B1 Student Attendance

G2.B1.S1 Student attendance will be addressed as one of the school goals.

PD Opportunity 1

MTSS Meetings address lowest quartile data

Facilitator

Sharon Hackney- ILC

Participants

MTSS/RTI Team

Schedule

On 5/26/2016

PD Opportunity 2

Quarterly data chats regarding student performance - training on Discovery Education tools

Facilitator

Admin Team and Instructional Literacy Coach

Participants

Grade Level Teams (ELA teachers and ESE teachers)

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

G3. If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.

G3.B1 Some students have poor attendance for a wide variety of reasons, most of these stem from a lack of financial resources to address specific needs.

G3.B1.S1 The RTI/MTSS team will monitor attendance reports on a monthly basis. The Attendance Task Force (ATF) consisting of administration, School Resource Officer, Guidance Counselor and the Attendance Para will establish communication with the family and develop a plan to address the attendance issue.

PD Opportunity 1

Monthly monitoring of all students that have been identified with attendance issues. This will include a report on the progress made with any families the ATF is working with.

Facilitator

Cindy Williams, Computer Opperator. Train the ATF on pulling reports and/or gathering attendance data.

Participants

Attendance Task Force

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Budget

Budget Data

1	G1.B1.S1.A1	Purchase the online foreign language program and licenses, Rosetta Stone for grades 1-5				$11,397.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0511 - Palencia Elementary School	Other		$11,397.00
			Notes: TBD			
2	G2.B1.S1.A1	MTSS Meetings address lowest quartile data				$0.00
3	G2.B1.S1.A2	Quarterly data chats regarding student performance - training on Discovery Education tools				$0.00
4	G2.B1.S1.A3	'Tides'- targeted intervention group of students that will receive small group reading remediation 40-50 minutes per week				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$100.00

Budget Data

5	G2.B1.S1.A4					$0.00
6	G3.B1.S1.A1	**Monthly monitoring of all students that have been identified with attendance issues. This will include a report on the progress made with any families the ATF is working with.**				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$100.00
			Notes: Any supplies and costs associated with the communication with families.			
7	G4.B1.S1.A1	**Define grade level writing guidelines to support Florida Standards.**				$0.00
8	G4.B1.S1.A2	**Teachers at each grade level collaborate to implement**				$0.00
9	G4.B1.S2.A1	**Implementation of the "Being a Writer" program by all grade levels.**				$2,302.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0511 - Palencia Elementary School	School Improvement Funds		$2,302.00
			Notes: Funds used for 3-5 Being a Writer Program			
					Total:	$13,899.00