St. Johns County School District

Palencia Elementary School

2016-17 Schoolwide Improvement Plan

Palencia Elementary School

355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	21%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

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

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 9/29/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Palencia Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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 'Coffee and Conversations' meetings 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 Evening to meet parents, share curriculum and instruction expectations 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, LeaderShip, etc.) fostering non-academic relationships based on student interest.

b. 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. .

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.

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. Our school also models the principles found in Stephen Covey's Seven Habits of Happy Kids by using a common language of expectations. Teachers develop a classroom behavior plan to suit their students'. A CPI/PCM 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.

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.

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.

3. Early Warning Systems

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

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

N/A

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

B. Family and Community Engagement

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

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

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

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

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

2. Description

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.

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.

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 completed our second year of the "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 will continue to utilize a paraprofessional that will be instrumental in organizing this plan. We believe this program has been very successful for those students. We plan to expand this program this year by adding more volunteers including adding leadership students from the high school in our feeder pattern.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Anderson, Allen	Principal
Ledford, Jennifer	SAC Member
Whaley, 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
Goodrich, Catherine	Assistant Principal
Case, Jennifer	Teacher, K-12

b. Duties

1. 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.

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.

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 Tuesday'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 previous years Discovery 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 and curriculum for our students that are struggling or those that may need a little help to grasp a concept.

2. School Advisory Council (SAC)

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

During a SAC meeting, our results were shared. It was expressed that the School staff was disappointed in the results of the 2015-16 school year. The goals for the new year were developed to address the decline in school scores.

b. 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 as well as these surveys are used in developing needs and goals for the school.

c. 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.

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

SAC funds were allocated for a Foreign Language Program (Rosetta Stone) and to purchase instruments for the Music Department

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
Hackney, Sharon	Instructional Coach
Anderson, Allen	Principal
Ledford, Jennifer	Teacher, K-12
Whaley, Rebecca	Teacher, K-12
Caldwell, Heather	Teacher, ESE
Delatorre, Sabrina	Teacher, ESE
Raikes, Shannon	School Counselor
Little, Susan	Psychologist

b. Duties

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

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

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

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

Palencia Elementary School implements a variety of methods to encourage positive relationships among 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.

2. 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.

3. 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

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, 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 midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 data reports 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 twice a year 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.

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.

Teachers continuously review data from multiple student performance sources (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, enrichment, modified assignments, small group support, individual support, etc. Struggling students are referred to our MTSS/RTI team. This committee, comprised of school administrators, the literacy coach, guidance counselor, Speech and Language Pathologist, behavior specialist, school psychologist, and general education teacher, serves as a collective problem-solving team. They collaborate to develop strategies so that students may be successful in their area of need. If not successful, the committee may make a recommendation for additional services.

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

Strategy: After School Program
Minutes added to school year: 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 historical enrollment since 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.

2. Student Transition and Readiness

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

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

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. The Palencia ESE Team also meets with feeder pre-schools and feeder middle schools to develop IEPs for ESE students prior to their transition. Through

this partnership our students travel to the Middle School they will be attending to receive an orientation and to meet school leadership.

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.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile.

G2.   Continue the foreign language implemenation into elementary level classroom curriculum (grades 1-5)

G3.   Each grade level will collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) so that all students will meet growth expectations with additional focus on those students in the lowest quartile.

G4.   Continue to implement clear and specific non-negotiable writing standards for each grade level, with the expectation that students demonstrate and teachers monitor for cumulative utilization of these writing skills across all subject areas. The Being a Writer program will be implemented consistently and with fidelity in all grade levels. The combination of these two practices will result in an increase in writing 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. Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile. `1a`

🔑 G083881

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	100.0

Targeted Barriers to Achieving the Goal `3`

- Time for teachers differentiate instruction to meet the needs of individual students. Each student needs to be assessed on each standard, followed by appropriate instruction. Teachers also need time to collaborate vertically among grade levels.

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

- Common planning on Tuesdays and use of time on grade level WOW Wednesdays. District level curriculum staff. District level curriculum resources (map, pacing guide, etc.)

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

G2. Continue the foreign language implemenation into elementary level classroom curriculum (grades 1-5) `1a`

🔑 G083882

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	100.0

Targeted Barriers to Achieving the Goal `3`

- Time within the instructional day and curriculum resources available

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

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

Plan to Monitor Progress Toward G2. `8`

Person Responsible

Schedule

Evidence of Completion

G3. Each grade level will collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) so that all students will meet growth expectations with additional focus on those students in the lowest quartile. 1a

🔍 G083883

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0

Targeted Barriers to Achieving the Goal 3

- time to vertically plan (identify individual student gaps and address through specific instruction)

Resources Available to Help Reduce or Eliminate the Barriers 2

- 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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

FI State Assessment and DE scores

G4. Continue to implement clear and specific non-negotiable writing standards for each grade level, with the expectation that students demonstrate and teachers monitor for cumulative utilization of these writing skills across all subject areas. The Being a Writer program will be implemented consistently and with fidelity in all grade levels. The combination of these two practices will result in an increase in writing proficiency. 1a

🔍 G083884

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers continue to learn the "Being a Writer" program, adopted during the 2015-2016 school year. There is an expected learning curve regarding this program's components, instructional strategies, scope, sequence, and pacing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Formative Assessments aligned to CCSS and District Curriculum Maps

- Marzano Model of High Yield Strategies

- MTSS Team

- Discovery Education Benchmark Assessment Data

- iObservation - walk through feedback

- ROW - Wednesday professional development for grade level teams

- CPALMS

- Center for Collaborative Classroom online resources

- Additional Writing Resources (i.e. Melissa Forney, 4 square)

- District CAST team support

Plan to Monitor Progress Toward G4. 8

Assessments and Writing responses across curriculum

Person Responsible
Sharon Hackney

Schedule
Quarterly, from 8/10/2016 to 5/24/2017

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. Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile. 1

🔑 G083881

G1.B1 Time for teachers differentiate instruction to meet the needs of individual students. Each student needs to be assessed on each standard, followed by appropriate instruction. Teachers also need time to collaborate vertically among grade levels. 2

🔑 B222838

G1.B1.S1 Teachers will use MFAS and D.E. data to target instruction for each individual student. Administration will monitor progression on the students and use of assessments. 4

🔑 S235138

Strategy Rationale

Through the use of MFAS and D.E. teachers will be able analysis student progress and adjust instruction accordingly.

Action Step 1 5

The students will take MFAS and Discovery Education assessment to monitor progress. The MTsS team will review reports generated by each program.

Person Responsible

Sharon Hackney

Schedule

Monthly, from 9/9/2016 to 5/24/2017

Evidence of Completion

Student achievement will be monitored after each assessment has been completed. Interventions and instruction will be adjusted or implemented as needed.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. Continue the foreign language implemention into elementary level classroom curriculum (grades 1-5) 1

🔍 G083882

G2.B1 Time within the instructional day and curriculum resources available 2

🔍 B222839

G2.B1.S1 Repurpose exiting student Rosetta Stone program licenses for each entering student for individual use. 4

🔍 S235139

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

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

Conduct audit to ensure every student has a user license.

Person Responsible

Allen Anderson

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

validate new student enrollment against program enrollment

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

Run Usage Report (Rosetta Stone portal)

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Number of hours program used

G3. Each grade level will collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) so that all students will meet growth expectations with additional focus on those students in the lowest quartile. `1`

🔑 G083883

G3.B1 time to vertically plan (identify individual student gaps and address through specific instruction) `2`

🔑 B222840

G3.B1.S1 Allocate time to vertically plan and address student gaps through MTSS Tier 1 intervention utilizing Being a Reader and Making Meaning curriculum, `4`

🔑 S235140

Strategy Rationale

Vertically planning will allow teachers to identify individual student gaps and address during targeted instruction with Being a Reader and Making Meaning to increase student achievement.

Action Step 1 `5`

purchase Being a Reader and Making Meaning curriculum programs for all grade levels

Person Responsible

Allen Anderson

Schedule

On 9/30/2016

Evidence of Completion

Provide training to staff on new programs. Virtual meetings are scheduled on Wednesdays (8/17, 8/31, 9/14, 9/28) from 3-3:30 p.m. with Jolynn and Marisa from CCC to engage in ongoing implementation discussions to support Being a Reader K-2.

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

Administration will monitor completed trainings and implementation of programs by all teachers in all grade levels

Person Responsible

Allen Anderson

Schedule

Monthly, from 8/2/2016 to 9/30/2016

Evidence of Completion

teacher completed vendor trainings, teacher observations implementing the programs during instruction

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

Targeted data discussions during ROW Wednesdays to monitor student progress

Person Responsible

Allen Anderson

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student DE, STAR Reading, informal and curriculum based assessments

G4. Continue to implement clear and specific non-negotiable writing standards for each grade level, with the expectation that students demonstrate and teachers monitor for cumulative utilization of these writing skills across all subject areas. The Being a Writer program will be implemented consistently and with fidelity in all grade levels. The combination of these two practices will result in an increase in writing proficiency. 1

🔑 G083884

G4.B1 Teachers continue to learn the "Being a Writer" program, adopted during the 2015-2016 school year. There is an expected learning curve regarding this program's components, instructional strategies, scope, sequence, and pacing. 2

🔑 B222841

G4.B1.S1 Grade level teams will take a deep dive into Being a Writer materials and resources. Teachers will do this both individually and through collaborative planning meetings. Program implementation will be reflected in lesson plans and through student work samples. Teams will continuously monitor student progress and adjustments will be made when necessary. 4

🔑 S235142

Strategy Rationale

Writing skills need to build in authentic and cumulative ways at each grade level (starting with kindergarten) in order to improve fourth and fifth grade assessment scores.

Action Step 1 5

Dedicate time for teachers to study and plan for Being a Writer program implementation

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student work samples, Teacher lesson plans, PLC meeting notes

Action Step 2 5

Evidence of small group remediation / enrichment

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

ROW meeting minutes and agendas, student achievement / growth data

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

Grade Level Meetings and Classroom observations

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student writing throughout the year; journals, DBQ, 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`

Classroom Observations

Person Responsible

Allen Anderson

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

i-Observation data, Being a Writer student conference forms, student work samples

G4.B1.S2 Grade level writing non- negotiables will continue to be taught, implemented, and monitored.
4

S235143

Strategy Rationale

Writing skills need to build in authentic and cumulative ways at each grade level (starting with kindergarten) in order to improve fourth and fifth grade assessment scores.

Action Step 1 5

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

Person Responsible

Allen Anderson

Schedule

Weekly, from 8/10/2016 to 5/24/2017

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 8/10/2016 to 5/24/2017

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 8/10/2016 to 5/24/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M307916	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M307919	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M307914	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M307915	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA3 M307925	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M307921	Administration will monitor completed trainings and implementation of programs by all teachers in...	Anderson, Allen	8/2/2016	teacher completed vendor trainings, teacher observations implementing the programs during instruction	9/30/2016 monthly
G3.B1.S1.A1 A303103	purchase Being a Reader and Making Meaning curriculum programs for all grade levels	Anderson, Allen	7/21/2016	Provide training to staff on new programs. Virtual meetings are scheduled on Wednesdays (8/17, 8/31, 9/14, 9/28) from 3-3:30 p.m. with Jolynn and Marisa from CCC to engage in ongoing implementation discussions to support Being a Reader K-2.	9/30/2016 one-time
G3.MA1 M307922	ELA, AR, STAR, Tides assessment, MTSS/RTI, DTA, DE	Hackney, Sharon	8/10/2016	Fl State Assessment and DE scores	5/24/2017 quarterly
G4.MA1 M307928	Assessments and Writing responses across curriculum	Hackney, Sharon	8/10/2016	Students writing samples	5/24/2017 quarterly
G1.B1.S1.A1 A303101	The students will take MFAS and Discovery Education assessment to monitor progress. The MTsS team...	Hackney, Sharon	9/9/2016	Student achievement will be monitored after each assessment has been completed. Interventions and instruction will be adjusted or implemented as needed.	5/24/2017 monthly
G2.B1.S1.MA1 M307917	Run Usage Report (Rosetta Stone portal)	Anderson, Allen	8/10/2016	Number of hours program used	5/24/2017 quarterly
G2.B1.S1.MA1 M307918	Conduct audit to ensure every student has a user license.	Anderson, Allen	8/10/2016	validate new student enrollment against program enrollment	5/24/2017 weekly
G3.B1.S1.MA1 M307920	Targeted data discussions during ROW Wednesdays to monitor student progress	Anderson, Allen	8/10/2016	Student DE, STAR Reading, informal and curriculum based assessments	5/24/2017 monthly
G4.B1.S1.MA1 M307923	Classroom Observations	Anderson, Allen	8/10/2016	i-Observation data, Being a Writer student conference forms, student work samples	5/24/2017 monthly
G4.B1.S1.MA1 M307924	Grade Level Meetings and Classroom observations	Hackney, Sharon	8/10/2016	Student writing throughout the year; journals, DBQ, Formative Assessments, Florida Standardized Assessments, iObservation feedback	5/24/2017 quarterly
G4.B1.S1.A1 A303104	Dedicate time for teachers to study and plan for Being a Writer program implementation	Anderson, Allen	8/10/2016	Student work samples, Teacher lesson plans, PLC meeting notes	5/24/2017 quarterly
G4.B1.S1.A2 A303105	Evidence of small group remediation / enrichment	Anderson, Allen	8/10/2016	ROW meeting minutes and agendas, student achievement / growth data	5/24/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1 M307926	Implementation will be monitored through the PLC minutes submitted by each PLC including the...	Anderson, Allen	8/10/2016	Administration will monitor and provide agenda items for grade level PLC's.	5/24/2017 quarterly
G4.B1.S2.MA1 M307927	Grade Level PLC's and the Leadership Team will monitor implementation and best practices of the...	Anderson, Allen	8/10/2016	PLC notes and assessment scores.	5/24/2017 quarterly
G4.B1.S2.A1 A303106	Implementation of the "Being a Writer" program by all grade levels.	Anderson, Allen	8/10/2016	District quarterly Grade level writing prompts. FSA scores for 4th and 5th Grade students.	5/24/2017 weekly
G2.B1.S1.A1 A303102	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

V. Professional Development Opportunities

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

G3. Each grade level will collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) so that all students will meet growth expectations with additional focus on those students in the lowest quartile.

G3.B1 time to vertically plan (identify individual student gaps and address through specific instruction)

G3.B1.S1 Allocate time to vertically plan and address student gaps through MTSS Tier 1 intervention utilizing Being a Reader and Making Meaning curriculum,

PD Opportunity 1

purchase Being a Reader and Making Meaning curriculum programs for all grade levels

Facilitator

Vendor provided instructor led training and virtual webinars

Participants

all instructional staff

Schedule

On 9/30/2016

G4. Continue to implement clear and specific non-negotiable writing standards for each grade level, with the expectation that students demonstrate and teachers monitor for cumulative utilization of these writing skills across all subject areas. The Being a Writer program will be implemented consistently and with fidelity in all grade levels. The combination of these two practices will result in an increase in writing proficiency.

G4.B1 Teachers continue to learn the "Being a Writer" program, adopted during the 2015-2016 school year. There is an expected learning curve regarding this program's components, instructional strategies, scope, sequence, and pacing.

G4.B1.S1 Grade level teams will take a deep dive into Being a Writer materials and resources. Teachers will do this both individually and through collaborative planning meetings. Program implementation will be reflected in lesson plans and through student work samples. Teams will continuously monitor student progress and adjustments will be made when necessary.

PD Opportunity 1

Dedicate time for teachers to study and plan for Being a Writer program implementation

Facilitator

Team Leaders and ILC

Participants

Grade Level Teams (ELA and ESE teachers)

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

PD Opportunity 2

Evidence of small group remediation / enrichment

Facilitator

Team Leaders and ILC

Participants

Grade Level Teams (ELA teachers and ESE teachers)

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

G4.B1.S2 Grade level writing non- negotiables will continue to be taught, implemented, and monitored.

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 8/10/2016 to 5/24/2017

VI. Technical Assistance Items

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

G2. Continue the foreign language implemenation into elementary level classroom curriculum (grades 1-5)

G2.B1 Time within the instructional day and curriculum resources available

G2.B1.S1 Repurpose exiting student Rosetta Stone program licenses for each entering student for individual use.

TA 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

VII. Budget

1	G1.B1.S1.A1	The students will take MFAS and Discovery Education assessment to monitor progress. The MTsS team will review reports generated by each program.				$0.00
2	G2.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	2016-17
			0511 - Palencia Elementary School	Other		$11,397.00
			Notes: TBD			
3	G3.B1.S1.A1	purchase Being a Reader and Making Meaning curriculum programs for all grade levels				$0.00
4	G4.B1.S1.A1	Dedicate time for teachers to study and plan for Being a Writer program implementation				$0.00
5	G4.B1.S1.A2	Evidence of small group remediation / enrichment				$0.00
6	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	2016-17

			0511 - Palencia Elementary School	School Improvement Funds		$2,302.00
			Notes: Funds used for 3-5 Being a Writer Program			
					Total:	**$13,699.00**