



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palencia Elementary School

355 PALENCIA VILLAGE DR

St. Augustine, FL 32095

904-547-4010

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 27%
Alternative/ESE Center No	Charter School No	Minority Rate 18%

School Grades History

2013-14 A	2012-13 B	2011-12	2010-11	2009-10
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Palencia Elementary School

Principal

Allen Anderson

School Advisory Council chair

Jennifer Ledford, Kimberli Nalvin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melisa Norwich - Assistant Principal	Leigh Ann Stewart - Teacher
Jennifer Ledford - Teacher	Rebecca Brown - Teacher
Katrina Worthington - Teacher	Laura Simpson - Teacher
Elizabeth Cooper - Teacher	

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC team consists of staff, parents and community members. Voting members are elected as parents by parents and staff by staff. Currently there are co-chairs representing both staff and parents. Our voting members also include a community member which is a local business representative. Non-voting members of the School Advisory Council include both the Principal and Assistant Principal, a representative from the district office and our School Board representative.

Involvement of the SAC in the development of the SIP

This year, as the school is only in its second year and the Principal is in the first year, the SAC has been the primary resource in providing feedback on the direction the school should take as it cultivates a vision for the future. Based on the feedback and recommendation from the SAC this vision will be shared with other stakeholders.

Activities of the SAC for the upcoming school year

The SAC will review school data and continue to provide direction for the school. Additionally, SAC members have been asked to help develop a long term goal for the school. They will be asked to provide feedback on school policy. The SAC will also monitor the progress and success of the SIP during the year.

Projected use of school improvement funds, including the amount allocated to each project

There are no funds allocated for School Improvement this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

As of November 8, 2013, Palencia Elementary is still out of compliance with our SAC membership. At this time we are advertising in our school newspaper, and also making home visits in an attempt to help us reach the desired population.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Allen Anderson

Principal

Years as Administrator: 7

Years at Current School: 0

Credentials

Bachelors of Arts in Educaiton
Masters of Educaiton (Educational Leadership)
Masters of Art of Teaching (Technology Integration)

Performance Record

Each school Mr. Anderson has worked in as an administrator from 2006-2012 was an "A" school. Each school was also awarded the 5 Star and the Golden School Award.

Melisa Norwich

Asst Principal

Years as Administrator: 7

Years at Current School: 0

Credentials

Bachelors of Sciences in Educaiton
Masters of Educaiton (Educational Leadership)

Performance Record

Each school that Mrs. Norwich has worked in as an administrator from 2006 - 2012 was an "A" School. The schools were also awarded the 5 Star Award.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sharon Hackney

Part-time / District-based

Years as Coach: 4

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

Emotionally Handicapped K-12, ESOL, Reading Endorsement

Performance Record

AYP Achieved 2009-2010
"A" School 2009-2012

Classroom Teachers

of classroom teachers

340

receiving effective rating or higher

40, 12%

Highly Qualified Teachers

11%

certified in-field

38, 11%

ESOL endorsed

28, 8%

reading endorsed

11, 3%

with advanced degrees

11, 3%

National Board Certified

1, 0%

first-year teachers

7, 2%

with 1-5 years of experience

14, 4%

with 6-14 years of experience

15, 4%

with 15 or more years of experience

4, 1%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

1, 50%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. As the administrative team is new this year, we will implement "Meaningful Monologues" in which all current staff will have a time to share needs, desires and motivational factors. 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 I Team and faculty all agreed that the students could benefit from the use of a tutor. This year we reassigned the use of a para-professional 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities, as well as participating on the Rtl 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, communicates with parents regarding school-based Rtl plans and activities, and also participates on the Rtl team.

Instructional Literacy 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 to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the Rtl team.

Rtl Coach: The district Rtl Coach assigned to Palencia Elementary assists the Instructional Literacy Coach in developing, and evaluating school core content standards/ programs. The Rtl Coach also assists with identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identifying systematic patterns of student need while working with Palencia Elementary's Rtl team to identify appropriate, evidence-based intervention strategies. The Rtl Coach provides guidance with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: The school psychologist assigned to Palencia Elementary is a member of the Rtl

team and participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and assists with facilitating data-based decision making activities.

Guidance Counselor: At Palencia Elementary the guidance counselor is also a member of the RtI team. The counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions such as school counseling and social skills training, the counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Behavior Specialist: As an RtI team member, the behavior specialist assigned to Palencia Elementary assesses behavior, develops intervention plans and provides support to school staff in the implementation, data collection and data analysis of behavior issues.

Speech/Language Pathologist: The speech/language pathologists at Palencia Elementary assists with identifying and analyzing data related to language skills and participates in developing interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The administration or members of the MTSS/RTI team completes fidelity check through the use of classroom observation and a fidelity check from. These are reviewed by the MTSS/RTI team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The following sources are used for data analysis by the MTSS/RTI Team:

1. Attendance
2. Discipline referrals
3. Previous Test Scores (FCAT)
4. DRA (ELA)
5. IXL (Math)
6. District Formative Assessments – all subject areas
7. Discovery Education Assessments – all subject areas
8. Classroom assessments (Teacher made tests, unit assessments and teacher observation)
9. Pearson Assessments (textbook – all subject areas)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

To support understanding of the MTSS/RTI process PES utilizes various forms of communication to educate all stakeholders of the process. Every staff member attends a training that contains an overview of the process. The staff handbook contains a section devoted to the procedures of the MTSS/RTI Process. All new staff is trained on the process in depth by a member of the MTSS/RTI team.

The community is informed of this process through informational meetings given by administration. This process is also addressed in the school newsletter. This is also addressed with individual parents on an as needed basis.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year:

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 FCAT Scores
 Responsible person for monitoring – Gifted Blended teachers

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Shannon Ayrish	Media Specialist
Jennifer Jackson	Teacher
Sarah Edwards	Teacher
Beth Groeau	Teacher
Lisa Degutis	Media Assistant
LeeAnn Stewart	Teacher
Janine Beaulieu	Teacher

How the school-based LLT functions

The school based LLT meets on a monthly basis to determine the needs of our new school. As we are a new school with both digital and paper bound books, there is a high need for this team to meet. This team reviews and recommends resources for addition to the library materials. This team also responds to community questions concerning media materials.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

There are several ways in which PES ensures that every teacher contributes to the reading improvement of each student. The MTSS/RTI team meets on a weekly basis to review the progress of each student brought to the team in the area of reading. This team also looks at how each individual class is progressing. Administration checks lesson plans and conducts classroom observations.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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'.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		77%		79%
American Indian				
Asian				
Black/African American				
Hispanic		71%		73%
White		77%		79%
English language learners				
Students with disabilities		56%		60%
Economically disadvantaged		56%		60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	26%	30%
Students scoring at or above Achievement Level 4	117	51%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	86	66%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	19	67%	89%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	55	64%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		63%		66%
American Indian				
Asian				
Black/African American				
Hispanic		36%		41%
White		64%		67%
English language learners				
Students with disabilities		32%		38%
Economically disadvantaged		29%		35%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	34%	30%
Students scoring at or above Achievement Level 4	68	30%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	65	51%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	58%	89%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	30%	30%
Students scoring at or above Achievement Level 4	24	40%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	2	70%	80%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	101	19%	10%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	19	19%	10%
Students who receive two or more behavior referrals	6	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We currently have had 715 volunteers that have accumulated over 12,000 hours with 7,157 visits.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
This year our Goal is to have 40 specific volunteers on every Wednesday to develop relationships and to tutor students.	715	118%	100%

Area 10: Additional Targets

Additional targets for the school

Continue to align the 7 Habits of Highly Effective People with Character Counts Pillars. We have full Character Counts Pillar implementation; we want to increase school-wide implementation of the 7 Habits. Our target will be measured by the percentage of Faculty trained in the 7 Habits.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of Faculty Trained in 7 Habits	10	24%	85%

Goals Summary

- G1.** All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.
- G2.** Increase basic math skills including fact fluency
- G3.** Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text (journaling across the curriculum)
- G4.** To develop leaders of character and increase student leadership skills

Goals Detail

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

Targets Supported

- Writing
- Civics EOC
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- District Formative Assessments aligned to CCSS and District Curriculum Maps
- Marzano Model of High Yield Strategies
- MTSS Team
- iObservation - walk through feedback
- DBQ
- CPALMS

Targeted Barriers to Achieving the Goal

- The conversion to Common Core State Standards as well as making sure each child receives instruction on the FCAT NGSS standards.

Plan to Monitor Progress Toward the Goal

Discovery Education Data, Discovery Education Probes, District Formative Assessment Data, iObservation Data

Person or Persons Responsible

Teachers, Administration, MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

FCAT, DFA and DE scores, DBQ samples

G2. Increase basic math skills including fact fluency

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- IXL Math Program, Principals Math Challenge, District Formative Assessments, Discovery Education Progress Monitoring, Discovery Education Probes

Targeted Barriers to Achieving the Goal

- The conversion to Common Core State Standards is also a barrier as teachers teach Common Core Curriculum as well as making sure each child receives instruction on the FCAT standards.

Plan to Monitor Progress Toward the Goal

District Formative Assessments (DFAs), Discover Education (DE), teachers observation and textbook assessments will be used to monitor progress. Additionally teacher observations will be used.

Person or Persons Responsible

Teachers, Administration, MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

FCAT, DFA and DE scores

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text (journaling across the curriculum)

Targets Supported

- Writing
- Civics EOC
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- 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 for professional development on high yield strategies
- CPALMS

Targeted Barriers to Achieving the Goal

- The conversion to Common Core State Standards is also a barrier as teachers teach Common Core Curriculum as well as making sure each child receives instruction on the FCAT standards.

Plan to Monitor Progress Toward the Goal

Discovery Education Data, Discovery Education Probes, District Formative Assessment Data, iObservation Data

Person or Persons Responsible

Teachers, Administration, MTSS/RTI Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

FCAT, DFA and DE scores

G4. To develop leaders of character and increase student leadership skills

Targets Supported

- Civics EOC
- EWS - Elementary School

Resources Available to Support the Goal

- Stephen Covey - "The Leader in Me" and "The 7 Habits of Happy Kids"
- The District's Pillars of Character
- The combination of the 7 Habits and the Pillars of Character

Targeted Barriers to Achieving the Goal

- Teacher buy-in and utilization of the tools

Plan to Monitor Progress Toward the Goal

As this will be the first year of using the beads for promoting positive behavior, this year will set the benchmark for years to come.

Person or Persons Responsible

Faculty

Target Dates or Schedule:

End of school year

Evidence of Completion:

Total amount of beads given

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G1.B2 The conversion to Common Core State Standards as well as making sure each child receives instruction on the FCAT NGSS standards.

G1.B2.S1 PES will move forward with the implementation of CCSS in all grades with the Utilization of District Curriculum Maps and District Formative Assessments. These tools will also assist teachers in examining FCAT items that may not be addressed in Common Core.

Action Step 1

Team Level Planning utilizing the curriculum maps, CPalms and NGSS

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, team meeting minutes

Facilitator:

Administration, District Support Staff, Instructional Literacy Coach

Participants:

All instructional staff

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

walk-throughs utilizing iObservation as a feedback tool, lesson plan checks, student product

Person or Persons Responsible

administration, peer evaluators, instructional literacy coach and peers

Target Dates or Schedule

on-going

Evidence of Completion

iObservation data, teacher lesson plans, student journals

Plan to Monitor Effectiveness of G1.B2.S1

iObservation discussions, data chats utilizing District Formative Assessments, writing prompts

Person or Persons Responsible

all instructional staff

Target Dates or Schedule

on-going - through ROWs and other Grade Level Meetings

Evidence of Completion

ROW agendas and/or minutes, Grade Level Meeting minutes and/or agendas, iObservation conference notes,

G1.B2.S2 Utilization of DBQ and journaling across all curriculum areas.

Action Step 1

Implementarion of the DBQ method in the intermediate levels

Person or Persons Responsible

School based facutly and District trainer

Target Dates or Schedule

on-going

Evidence of Completion

Use of the DBQ materials and student applying the DBQ method

Facilitator:

District Trainer

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Use of DBQ's will be monitored through teacher lesson plans and classroom observations

Person or Persons Responsible

Instructional Literacy Coach, Adinistration and District Trainer

Target Dates or Schedule

On-Going

Evidence of Completion

Use of DBQ as reflected in teacher lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Student scores on DBQ assignments should improve as they become more proficient with the process

Person or Persons Responsible

Faculty

Target Dates or Schedule

On-Going

Evidence of Completion

Student scores on DBQ assignments (work samples)

G2. Increase basic math skills including fact fluency

G2.B2 The conversion to Common Core State Standards is also a barrier as teachers teach Common Core Curriculum as well as making sure each child receives instruction on the FCAT standards.

G2.B2.S1 The teachers have and will continue to examine the alignment between the two sets of standards. Teachers will also use the District Pacing Guides and Curriculum Maps to guide instruction. These tools will also assist teachers in examining FCAT items that may not be addressed in Common Core. A focus on basic mathematical knowledge will also be used.

Action Step 1

Teachers in FCAT grade will analyze the difference between NGSS and CCSS.

Person or Persons Responsible

Teachers, ILC

Target Dates or Schedule

On-Going

Evidence of Completion

FCAT Results

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Instruction and lesson plans will be monitored to be sure that Common Core standards as well as assessed NGSSS are taught.

Person or Persons Responsible

Teachers, Administration, MTSS/RTI Team

Target Dates or Schedule

On Going

Evidence of Completion

FCAT Results

Plan to Monitor Effectiveness of G2.B2.S1

District Formative Assessments (DFA) and Discovery Education (DE) Benchmark Assessments will be used to monitor student progress.

Person or Persons Responsible

Teachers and MTSS/RTI team

Target Dates or Schedule

On Going

Evidence of Completion

FCAT Results, DFA and DE results

G3. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text (journaling across the curriculum)

G3.B2 The conversion to Common Core State Standards is also a barrier as teachers teach Common Core Curriculum as well as making sure each child receives instruction on the FCAT standards.

G3.B2.S1 PES will move forward with the implementation of CCSS in all grades with the Utilization of District Curriculum Maps and District Formative Assessments. These tools will also assist teachers in examining FCAT items that may not be addressed in Common Core.

Action Step 1

Team Level Planning utilizing the curriculum maps, CPalms and NGSS

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, team meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1

walk-throughs utilizing iObservation as a feedback tool, lesson plan checks

Person or Persons Responsible

administration, peer evaluators, instructional literacy coach and peers

Target Dates or Schedule

on-going

Evidence of Completion

iObservation data, teacher lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

iObservation discussions, data chats utilizing District Formative Assessments, Discovery Education

Person or Persons Responsible

all instructional staff

Target Dates or Schedule

on-going - through ROWs and other Grade Level Meetings

Evidence of Completion

ROW agendas and/or minutes, Grade Level Meeting minutes and/or agendas, iObservation conference notes.

G4. To develop leaders of character and increase student leadership skills

G4.B2 Teacher buy-in and utilization of the tools

G4.B2.S1 On-going dialogue on procedures and usage of the tools

Action Step 1

Grade level expectation assemblies, discussions at Faculty meetings, ROWs and Grade level meetings to get teacher feedback on successes and challenges

Person or Persons Responsible

All staff

Target Dates or Schedule

on-going

Evidence of Completion

calendar of events

Action Step 2

Outline of the procedures for the lanyards and 7 Habit/CC Beads

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

9/30/13

Evidence of Completion

Outline disseminated

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Training of the untrained staff in the " 7 Habits of Highly Effective People"

Person or Persons Responsible

Administration

Target Dates or Schedule

This training will occur as soon as we can schedule a trainer

Evidence of Completion

Enrollment in the the class

Plan to Monitor Effectiveness of G4.B2.S1

Number of Students participating and earning beads throughout the year

Person or Persons Responsible

Faculty

Target Dates or Schedule

On-going

Evidence of Completion

decrease in interventions and referrals

G4.B2.S2 Provide detail description of the plan and the tools to implement.

Action Step 1

Students will be rewarded for exhibiting traits of Leadership and Good Character. These must be above and beyond what is normally expected.

Person or Persons Responsible

All Staff

Target Dates or Schedule

On-going

Evidence of Completion

Number of reward beads given to students

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

Once a student has received a bead they will be given a form on which the student will write what they did to deserve the bead. This will then be displayed for others to see. Staff discussions will then be held to ensure a consistent level of expectations are being met.

Person or Persons Responsible

All Staff

Target Dates or Schedule

on-going

Evidence of Completion

Bead reasoning slips

Plan to Monitor Effectiveness of G4.B2.S2

Number of Beads given

Person or Persons Responsible

All Staff

Target Dates or Schedule

on-going

Evidence of Completion

Once a student earns 5 beads they will be recognized through public display and recognition in the school newsletter.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Based on the data from last year's test 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. We will request from different sources funding to send teachers to a state Technology Conference. We hope to defer some of the cost of the conference by having the teachers volunteer during the conference. We feel that through a relationship that we have with the conference we can get a great value for our money to maximize the impact the training the teachers will receive while in attendance.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G1.B2 The conversion to Common Core State Standards as well as making sure each child receives instruction on the FCAT NGSS standards.

G1.B2.S1 PES will move forward with the implementation of CCSS in all grades with the Utilization of District Curriculum Maps and District Formative Assessments. These tools will also assist teachers in examining FCAT items that may not be addressed in Common Core.

PD Opportunity 1

Team Level Planning utilizing the curriculum maps, CPalms and NGSS

Facilitator

Administration, District Support Staff, Instructional Literacy Coach

Participants

All instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

lesson plans, team meeting minutes

G1.B2.S2 Utilization of DBQ and journaling across all curriculum areas.

PD Opportunity 1

Implementarion of the DBQ method in the intermediate levels

Facilitator

District Trainer

Participants

Faculty

Target Dates or Schedule

on-going

Evidence of Completion

Use of the DBQ materials and student applying the DBQ method

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.	\$200
G4.	To develop leaders of character and increase student leadership skills	\$200
Total		\$400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District or School based funds	\$200	\$200
School Funds	\$200	\$200
Total	\$400	\$400

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G1.B2 The conversion to Common Core State Standards as well as making sure each child receives instruction on the FCAT NGSS standards.

G1.B2.S2 Utilization of DBQ and journaling across all curriculum areas.

Action Step 1

Implementarion of the DBQ method in the intermediate levels

Resource Type

Evidence-Based Program

Resource

DBQ curriculum

Funding Source

District or School based funds

Amount Needed

\$200

G4. To develop leaders of character and increase student leadership skills

G4.B2 Teacher buy-in and utilization of the tools

G4.B2.S2 Provide detail description of the plan and the tools to implement.

Action Step 1

Students will be rewarded for exhibiting traits of Leadership and Good Character. These must be above and beyond what is normally expected.

Resource Type

Evidence-Based Program

Resource

Beads, lanyards, paper

Funding Source

School Funds

Amount Needed

\$200