

Palencia Elementary School



2014-15 School Improvement Plan

Palencia Elementary School

355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
27%

Alternative/ESE Center
No

Charter School
No

Minority
18%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B		

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

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

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

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

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to build relationships with our community and local businesses, as we strive to develop educational programs that are environmentally conscious, aligned with district curricula, equitable and enriching for both students and faculty, yet inspiring creativity and driven by data.

Provide the school's vision statement

At Palencia Elementary we provide a welcoming environment that nurtures leadership-building, fosters a caring, inclusive setting, and creates joyful passion for life-long learning while combining the best of traditional instruction with contemporary technology.

School Environment

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

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

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

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

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

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

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

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).

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	10	8	5	6	4	34
One or more suspensions	0	2	2	2	4	2	12
Course failure in ELA or Math	2	5	0	0	2	2	11
Level 1 on statewide assessment	0	0	0	3	17	10	30

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	1	1	7	3	13

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

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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We currently have had 766 volunteers that have accumulated 14,826 hours of service to our school. We are very thankful to our community for this support.

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

Palencia Elementary is very fortunate to have a retirement community nearby. We have had a few volunteers from this community in the past. We are in the process of building a relationship with this community to increase the number of volunteers and the number of hours for volunteers in our school. Our goal is implement a "Targeted Tuesday" Program in which we partner every child that did not score at the required level of proficiency on State standardized assessments. We hope to include volunteers from community and the retirement community to partner each child with an adult to focus on the area in which they did not meet the required level. We have hired a Para professional that will be instrumental in organizing this plan. We believe that relationships are the key to a child's success.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Anderson, Allen	Principal
Fuller, Angela	Assistant Principal
Ledford, Jennifer	SAC Member
Kastor, Ginger	Teacher, K-12
Brown, Rebecca	Teacher, K-12
Case, Jennifer	Teacher, K-12
Dowdie, Kate	Teacher, K-12
Holmes, JoAnna	Teacher, K-12
Keisler, Heather	Teacher, ESE
Royal, Rebecca	Teacher, K-12
Hackney, Sharon	Instructional Coach

Duties

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

Principal: At Palencia Elementary, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing 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 Coach: Palencia Elementary's Instructional Literacy Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children.

Teacher: The teachers serve a valuable role in the Leadership of the school. They provide valuable information as to the current condition of the school and the needs of the students. They often provide suggestions as to resolving instructional issues. The teachers are the most important aspect of the school.

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

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

Based on last year's data, resources were realigned and adjusted to meet the needs of the school. The administration, the MTSS/RTI 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.

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.

School Advisory Council (SAC)

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
JoAnna Holmes	Teacher
Kate Dowdie	Teacher
Heather Keisler	Teacher
Ginger Kastor	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
Colleen Packer	Parent
Kim Wildes	Parent
Chris MacEwan	Parent
Linda Peppe	Parent
Meenal Deshmukh	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

At the end of last year SAC was awarded \$3002. This year Teachers and Teams will be able to submit to the SAC Team requests for use of these funds.
Last year the SAC did not have any funds from which to provide allocations.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hackney, Sharon	Instructional Coach
Anderson, Allen	Principal
Fuller, Angela	Assistant Principal
Keisler, Heather	Teacher, ESE
Ledford, Jennifer	Teacher, K-12
Royal, Rebecca	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

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 Rationale

In order to meet the goals set for the Gifted 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

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.

Student Transition and Readiness

PreK-12 Transition

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

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

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

We also partner with the local middle schools. Through this partnership our students travel to the Middle School they will be attending to receive an orientation and to meet school leadership.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.

- G2.** If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.

- G3.** If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase.

Strategic Goals Detail

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

G1. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations. 1a

G036259

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Student Attendance

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

FI State Assessment, FCAT, DFA and DE scores

G2. If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance. 1a

G036260

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	0.0

Resources Available to Support the Goal 2

- RTI/MTSS team to determine and monitor student attendance. Reports will be generated by the Computer Operator for review by this team.
- A staff member (para) will make home visits and coordinate communication between local agencies and families.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Student attendance

Person Responsible

Angela Fuller

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student attendance reports.

G3. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase. 1a

G036261

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	100.0

Resources Available to Support the Goal 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 for professional development on high yield strategies
- CPALMS
- DFA's
- Melissa Forney
- 4 square

Targeted Barriers to Achieving the Goal 3

- The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child receives instruction on the Florida testing standards.

Plan to Monitor Progress Toward G3. 8

Writing Prompts/Assessments and Daily Writing responses across curriculum

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

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

 G036259

G1.B1 Student Attendance **2**

 B086792

G1.B1.S1 Student attendance will be addressed as one of the school goals. **4**

 S097499

Strategy Rationale

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

Action Step 1 **5**

MTSS Meetings address lowest quartile data

Person Responsible

Sharon Hackney

Schedule

On 6/4/2015

Evidence of Completion

MTSS Agendas, STAR data, DRA, PES Data Notebook and notes

Action Step 2 5

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

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

ROW meeting minutes and agendas

Action Step 3 5

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

Person Responsible

Allen Anderson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

various reading assessment data collected by Tides instructors

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

MTSS and ROW Agendas

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Checksheet

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

Quarterly data chats

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

Tides-Targeted Intervention Group

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/18/2014 to 6/15/2015

Evidence of Completion

STAR, DRA, various assessments based on individual curricula

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

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

Person Responsible

Allen Anderson

Schedule

On 6/4/2015

Evidence of Completion

Florida standardized assessment

G2. If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.

1

G036260

G2.B1 Some students have poor attendance for a wide variety of reasons, most of these stem from a lack of financial resources to address specific needs. 2

B086794

G2.B1.S1 The RTI/MTSS team will monitor attendance reports on a weekly basis. The Attendance Task Force (ATF) consisting of administration, School Resource Officer, Guidance Counselor and the Attendance Para will establish communication with the family and develop a plan to address the attendance issue. 4

S100373

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Angela Fuller

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Attendance rates as monitored by the RTI/MTSS Team

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

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

Person Responsible

Angela Fuller

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

School and individual student attendance reports.

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

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

Person Responsible

Angela Fuller

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student attendance reports.

G3. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase. 1

 G036261

G3.B1 The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child receives instruction on the Florida testing standards. 2

 B086796

G3.B1.S1 Grade level teams will define writing criteria for the grade level and strategize ideas for implementing into various curriculum. Individual teachers will adjust learning plans. As a grade level team continuous monitoring and evaluation will occur. Adjustments and modification will be implemented when necessary. 4

 S097503

Strategy Rationale

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

Action Step 1 5

Define grade level writing guidelines to support Florida Standards.

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Action Step 2 5

Teachers at each grade level collaborate to implement

Person Responsible

Allen Anderson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

ROW meeting minutes and agendas

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

Grade Level Meetings and Classroom observations

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

District Grade Level Writing Prompts and FL Standardized Assessments

Person Responsible

Sharon Hackney

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Writing on assessments and scores

Appendix 1: Implementation Timeline

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

St. Johns - 0511 - Palencia Elementary School - 2014-15 SIP
Palencia Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	MTSS Meetings address lowest quartile data	Hackney, Sharon	8/18/2014	MTSS Agendas, STAR data, DRA, PES Data Notebook and notes	6/4/2015 one-time
G3.B1.S1.A1	Define grade level writing guidelines to support Florida Standards.	Anderson, Allen	8/18/2014	Grade Level Writing Prompts, Student Data Notebooks maintained by the teacher; FSA	6/4/2015 quarterly
G2.B1.S1.A1	Weekly monitoring of all students that have been identified with attendance issues. This will include a report on the progress made with any families the ATF is working with.	Fuller, Angela	8/25/2014	Attendance rates as monitored by the RTI/MTSS Team	6/3/2015 weekly
G1.B1.S1.A2	Quarterly data chats regarding student performance - training on Discovery Education tools	Hackney, Sharon	8/18/2014	ROW meeting minutes and agendas	6/4/2015 quarterly
G3.B1.S1.A2	Teachers at each grade level collaborate to implement	Anderson, Allen	8/18/2014	ROW meeting minutes and agendas	6/4/2015 quarterly
G1.B1.S1.A3	'Tides'- targeted intervention group of students that will receive small group reading remediation 40-50 minutes per week	Anderson, Allen	8/18/2014	various reading assessment data collected by Tides instructors	6/4/2015 weekly
G1.MA1	ELA DFA, AR, STAR, Tides assessment, MTSS/RTI, DTA, DE	Hackney, Sharon	8/18/2014	FI State Assessment, FCAT, DFA and DE scores	6/4/2015 quarterly
G1.B1.S1.MA1	All students in the lowest quartile will show adequate growth in reading	Anderson, Allen	8/18/2014	Florida standardized assessment	6/4/2015 one-time
G1.B1.S1.MA1	MTSS and ROW Agendas	Hackney, Sharon	8/18/2014	Checksheet	6/4/2015 quarterly
G1.B1.S1.MA3	Quarterly data chats	Hackney, Sharon	8/18/2014	Student data from DE, DFAs, Tide groups, DRA, STAR, etc.	6/4/2015 quarterly
G1.B1.S1.MA4	Tides-Targeted Intervention Group	Anderson, Allen	8/18/2014	STAR, DRA, various assessments based on individual curricula	6/15/2015 quarterly
G2.MA1	Student attendance	Fuller, Angela	8/25/2014	Student attendance reports.	6/4/2015 weekly
G2.B1.S1.MA1	Through monitoring students attendance we hope to be able to evaluate the effectiveness to the relationships between the family and the school and/or any outside agency that is providing support for the family.	Fuller, Angela	8/25/2014	Student attendance reports.	6/4/2015 weekly
G2.B1.S1.MA1	School and particular student attendance will be monitored by the ATF.	Fuller, Angela	8/25/2014	School and individual student attendance reports.	6/4/2015 weekly
G3.MA1	Writing Prompts/Assessments and Daily Writing responses across curriculum	Hackney, Sharon	8/18/2014	Students writing samples	6/4/2015 quarterly
G3.B1.S1.MA1	District Grade Level Writing Prompts and FL Standardized Assessments	Hackney, Sharon	8/18/2014	Student Writing on assessments and scores	6/4/2015 quarterly
G3.B1.S1.MA1	Grade Level Meetings and Classroom observations	Hackney, Sharon	8/18/2014	Student writing throughout the year; journals, DBQ, District Formative Assessments, Florida Standardized Assessments, iObservation feedback	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.

G1.B1 Student Attendance

G1.B1.S1 Student attendance will be addressed as one of the school goals.

PD Opportunity 1

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

Facilitator

Sharon Hackney

Participants

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

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G3. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase.

G3.B1 The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child receives instruction on the Florida testing standards.

G3.B1.S1 Grade level teams will define writing criteria for the grade level and strategize ideas for implementing into various curriculum. Individual teachers will adjust learning plans. As a grade level team continuous monitoring and evaluation will occur. Adjustments and modification will be implemented when necessary.

PD Opportunity 1

Teachers at each grade level collaborate to implement

Facilitator

Team Leaders and ILC

Participants

Grade Level Teams (ELA teachers and ESE teachers)

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G1. If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.

G1.B1 Student Attendance

G1.B1.S1 Student attendance will be addressed as one of the school goals.

PD Opportunity 1

MTSS Meetings address lowest quartile data

Facilitator

Sharon Hackney- ILC

Participants

MTSS/RTI Team

Schedule

On 6/4/2015

PD Opportunity 2

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

Facilitator

Admin Team and Instructional Literacy Coach

Participants

Grade Level Teams (ELA teachers and ESE teachers)

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G2. If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.

G2.B1 Some students have poor attendance for a wide variety of reasons, most of these stem from a lack of financial resources to address specific needs.

G2.B1.S1 The RTI/MTSS team will monitor attendance reports on a weekly basis. The Attendance Task Force (ATF) consisting of administration, School Resource Officer, Guidance Counselor and the Attendance Para will establish communication with the family and develop a plan to address the attendance issue.

PD Opportunity 1

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

Facilitator

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

Participants

Attendance Task Force

Schedule

Weekly, from 8/25/2014 to 6/3/2015

G3. If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in science, social studies, math and language arts; then, student writing proficiency will increase.

G3.B1 The conversion to Florida Standards is also a barrier as teachers teach Florida Standard Curriculum as well as making sure each child receives instruction on the Florida testing standards.

G3.B1.S1 Grade level teams will define writing criteria for the grade level and strategize ideas for implementing into various curriculum. Individual teachers will adjust learning plans. As a grade level team continuous monitoring and evaluation will occur. Adjustments and modification will be implemented when necessary.

PD Opportunity 1

Define grade level writing guidelines to support Florida Standards.

Facilitator

Team Leaders and ILC

Participants

Grade Level Teams (ELA and ESE teachers)

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: If all grade levels collaboratively establish expectations and curricula for high quality reading instruction (phonemic awareness, phonics, fluency, vocab, comp) targeting the growth quartile then those identified students will meet growth expectations.	100
Goal 2: If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.	100
Grand Total	200

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

Description	Source	Total
B1.S1.A3	General Fund	100
Total Goal 1		100

Goal 2: If the school identifies and addresses attendance issues before the student's academic performance is affected, then the proper assistance and motivation will be in place to promote consistent school attendance.

Description	Source	Total
B1.S1.A1 - Any supplies and costs associated with the communication with families.	General Fund	100
Total Goal 2		100