



Accreditation Report

Ponce de Leon Elementary School

Holmes County School District

Mrs. Anissa Locke
1473 Ammons Road
Ponce de Leon, FL 32455

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Self Assessment

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	11
Standard 3: Teaching and Assessing for Learning	14
Standard 4: Resources and Support Systems.....	18
Standard 5: Using Results for Continuous Improvement.....	21
Report Summary.....	23

Stakeholder Feedback Diagnostic

Introduction.....	25
Stakeholder Feedback Data.....	26
Evaluative Criteria and Rubrics.....	27

Areas of Notable Achievement.....	28
Areas in Need of Improvement.....	29
Report Summary.....	30

Student Performance Diagnostic

Introduction.....	32
Student Performance Data.....	33
Evaluative Criteria and Rubrics.....	34
Areas of Notable Achievement.....	35
Areas in Need of Improvement.....	37
Report Summary.....	39

AdvancED Assurances

Introduction.....	41
AdvancED Assurances.....	42

Plan for Accreditation Report

Overview.....	44
Goals Summary.....	45
Goal 1: Ponce de Leon Elementary School will manage, continuously improve and enhance the quality of communication with its stakeholders to increase their understanding of the resources and support systems.....	46
Goal 2: Manage and continuously improve 5th Grade FSA Science scores.....	46
Goal 3: Manage and continuously improve 3rd-5th grade math scores.....	47
Goal 4: Manage and continuously improve 3rd-5th grade ELA scores.....	48
Activity Summary by Funding Source.....	50

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ponce de Leon Elementary is a small rural school located in northwest Holmes County. The school has a student population of approximately 300-350 students. At this time our school is a Title I school with 100% of our students receiving free breakfast and lunch. The majority of our faculty and staff is Caucasian, our current student population is: 94.8%Caucasian, 4.6% multiracial, 0.3% Asian. Our community is primarily Caucasian. Should we have non-English speaking parents, we accommodate their needs by providing any school related information (that is sent home) in their preferable language. Parents whom are hearing impaired are provided with an interpreter (when requested) in order to allow them to fully participate in school activities and conferences. During the past 3 years, Ponce de Leon Elementary has made it a priority to learn about students' cultures and build lasting relationships between our faculty and students by modeling appropriate interactions, involving our students in activities such as group projects, journal writing, fall festivals, parent-teacher conferences, and other school-based activities. At PDLE we understand that parents play a vital role in the development and progression of our students and our school. Therefore, we involve our parents in a variety of activities such as field day, field trips, Title One Family Night, Family Reading Night, Family Math Night, Family Science Night, Open House, Vocabulary Parade, and other school based activities. As a result we have seen academic and social growth within our student population as evidenced by assessment and discipline data.

We offer many opportunities for our parents to become an active stakeholder, however this challenge of parent involvement often comes with difficult odds--work schedules, past experiences, transportation, etc.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

It is the (purpose) mission of Ponce de Leon Elementary and its stakeholders to: Provide a nurturing, caring environment that meets our students' needs by providing a comprehensive curriculum that will allow our students to reach their highest potential Vision:Ponce de Leon Elementary is working to educate students of today to be successful in tomorrow's world.

It is our belief that every child has the potential to become a successful productive citizen and it is our responsibility as educators to ensure that each child is given ample opportunity to achieve this potential.

As a result of our beliefs, we ensure that every student is provided with opportunities to work to the best of his/her potential through programs such as Moby Max and Accelerated Reading. Both programs provide a diagnostic assessment of each student and design lessons (Moby Max reading/math) and AR -independent reading, so that students progress at his/her own pace so that success is attainable for each child.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the past three years our school has improved academically as well as shown improvement in parental involvement. In 2014, we were a D school and rendered as a Differentiated Accountability school. As a result, the state department sent various representatives in to work with our administration and faculty in the areas of data driven decision making, backwards lesson design, effective instruction, in all subject areas with a major focus on reading and math. Through this support, our school improved in 2015 to a level C as we continued to receive state support. In 2016, our students' performance improved once again and we increased to a higher level C. At this time we are no longer receiving support from the state. However, we are still able to contact our representatives and ask for support at any time we see problematic areas of concern.

Parental involvement has improved due to more opportunities provided to parents for school-based activities as well as positive parent-teacher-administration communication.

Mr. Craig English one of our ESE teachers was recognized as a top performing teacher in the state of Florida in 2016.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school welcomes participation from businesses within our community as well as those outside our community. In 2015 and 2016 McDonald's LLC donated \$1000 and WhiteOak Organics contributed \$250.00 to our school to be used in promoting Accelerated Reading and Moby Max. Moby Max is designed to enhance student achievement through individualized instruction and AR promotes student achievement through independent reading.

Ammons Construction donated over \$6000.00 to the school through Emerald Coast Science Center. With this donation, the science center provided science lessons and activities to our students at various times during the school year. They also offered free field trips for all grades to the Emerald Coast Science Center and provided all lesson/activities for PDLE's Family Science Night.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 2

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Communication is an area of strength that we noted in our self assessment. Documentation, analysis, and communication of student and school performance data is another area of strength that we noted. In order to maintain these strengths, we assess our students according to our district calendar and curriculum maps. As results are determined, teachers are given their results and are helped with the analysis of data. Parents and stakeholders are kept abreast of our performance through SAC meetings, parent reports, and any state released school score information (via website and news bulletin).

To improve we will need to address our commitment to more challenging educational programs and equitable learning experiences that focus on student engagement, understanding, and application of skills as we maintain high expectations for our faculty/staff and students. Through professional development, observations, and individual support, we will work to help our teachers maintain rigorous standards based instruction that is engaging and meaningful to our students.

News Bulletin, Website, Survey, SAC Minutes, Agendas

Evidence:

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Survey results regarding functions of the governing body 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Analysis of our school's performance in the standard of Government and Leadership indicates strengths in the following: Our governing body establishes policies and supports practices that ensure effective administration of the school. The governing body operates responsibly and functions effectively in accordance with the code of ethics, and complies with policies, procedures, laws, and regulations. Our governing body ensures that school leadership has the autonomy to meet goals for achievement and instruction and is able to manage day-to-day operations effectively. Our leadership and staff foster a culture consistent with the school's purpose and direction by providing opportunities for stakeholders to shape decisions, give feedback and work cooperatively with school improvement efforts. The leadership and staff supervision and evaluation process is intended to result in improved professional practice and student success. The results of these processes are used to improve student learning through the adjustment of professional practice.

The area of weakness that we noted was our leadership team's success in engaging stakeholders effectively in support of the school's purpose and direction.

We will continue to maintain policies and practices that support the school's purpose and direction as mandated by the district. Policies and practices will continue to be in place to provide professional growth opportunities to all staff. Beginning of year professional development will continue to be mandatory to ensure ethics and district/school policies are addressed and questions/concerns are answered. We will continue to provide a culture that is characterized by collaboration and promotes school culture.

To improve stakeholder participation, we will continue to reach out to our parents through activities such as Reading and Math Family Night(s) as well as other school based activities and we will work diligently to promote parent participation in our school survey.

The supervision and evaluation process are regularly implemented and the results are used to monitor and effectively adjust instruction, to
SY 2016-2017

improve we will carefully analyze our results and effectively adjust our practices to promote student learning.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Course schedules 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool 	Level 2

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some 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 school personnel.	<ul style="list-style-type: none">•Records of meetings and walk thrus/feedback sessions•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none">•Survey results•Calendar outlining when and how families are provided information on child's progress•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•Our guidance counselor meets with students weekly to develop positive character traits and advocate healthy learning opportunities.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Survey results•Sample report cards for each grade level and for all courses•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Crosswalk between professional learning and school purpose and direction•Teachers participated in Quality Questioning in-service that was designed to promote student achievement through critical thinking and self engagement.	Level 2

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

According to our scores for Teaching and Assessing for Learning, the following were areas of strength: The curriculum is challenging and all students have opportunities to experience academic growth.

Curriculum instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments. School leaders monitor and support the instructional practices of teachers to ensure student success.

Our school engages families in meaningful ways in their children's education and keep them informed of their children's learning progress. The school's grading and reporting policies are based on clearly defines criteria and are consistent across grade levels and courses.

The self assessment indicated that our school needs to improve in following areas: Teachers engage students in their learning for instructional strategies that ensure achievement of learning expectations.

More of our teachers need to participate in collaborative learning communities in order to improve student learning.

All of our teachers need to implement the school's instructional process and support student learning.

Mentoring, coaching and induction programs support instructional improvement consistent the school's values and beliefs about teaching and learning.

All staff members participate in professional learning opportunities.

At the elementary level we have few opportunities for our teacher to advocate for our students needs.

School provides and coordinates learning support services to meet all students' learning needs.

We will continue to analyze data and provide guidance as we support instructional practices in order to ensure our teachers and students are given various opportunities for growth and development. Parent engagement will continue to be a top priority as we work to keep them abreast of their child's learning progression. To meet student learning needs at the elementary level, teachers meet with the guidance counselor and curriculum coordinator to implement the MTSS (RTI) process when necessary.

To address our weakness In the area of student advocates, our new guidance counselor goes to each grade level and provides character education lessons that are designed to promote positive character traits as well as opportunities to develop life skills. Students are pulled to her office as needed to receive one-on-one counseling.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Assessments to inform development of technology plan•Survey results•Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Survey results•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our school has resources and provides services that support its purpose and direction to ensure success for our students.

The strengths we noted pertaining to standard 4: Resources and Support Systems were: having qualified professional Support staff that fulfills their roles and responsibilities in a manner that supports the school's purpose and ensures student needs are met. Policies and procedures ensure that the school's leaders are able to fulfill the positions needed as well as sustain financial means to provide resources needed.

Instructional time, material, and resources are focused on supporting the school's purpose and ensuring our students receive the best education possible.

Safety, cleanliness, and a healthy environment are a priority at our school and the leaders' expectations are clearly defined. Procedures are in place to track conditions, needs, and assess improvements.

Media and informational resources are available to students and school personnel and are designed to promote standards based supplemental support for all students. We have qualified personnel that are available to assist faculty/staff and students in finding and using these resources.

The technology infrastructure of our school supports the learning, teaching, and operational needs of our school. Needs assessments are used to make improvements.

We implement a process (observation, teacher input, assessment data, MTSS process, and IEP evaluations) in which we monitor our students academically, socially, etc. Through this process we are able to provide programs, district services, and seek outside services to meet the needs of our students. Data is used to track our students and determine the effectiveness of the programs we have in place. The programs are restructured as needed.

We will continue to track and monitor our Resource and Support Systems progress and revise our policies and procedures as needed. Funds will continue to be secured to provide programs such as MOby Max and Accelerated Reading which motivate students while promoting learning gains.

The school provides support services to meet the emotional, social, and physical needs of our students in an area in which we feel we need to make improvements. Currently we have a new guidance counselor that is providing classes to promote positive character education; however we do not know the results of her program will not be determined until a later date.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Accreditation Report

Ponce de Leon Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

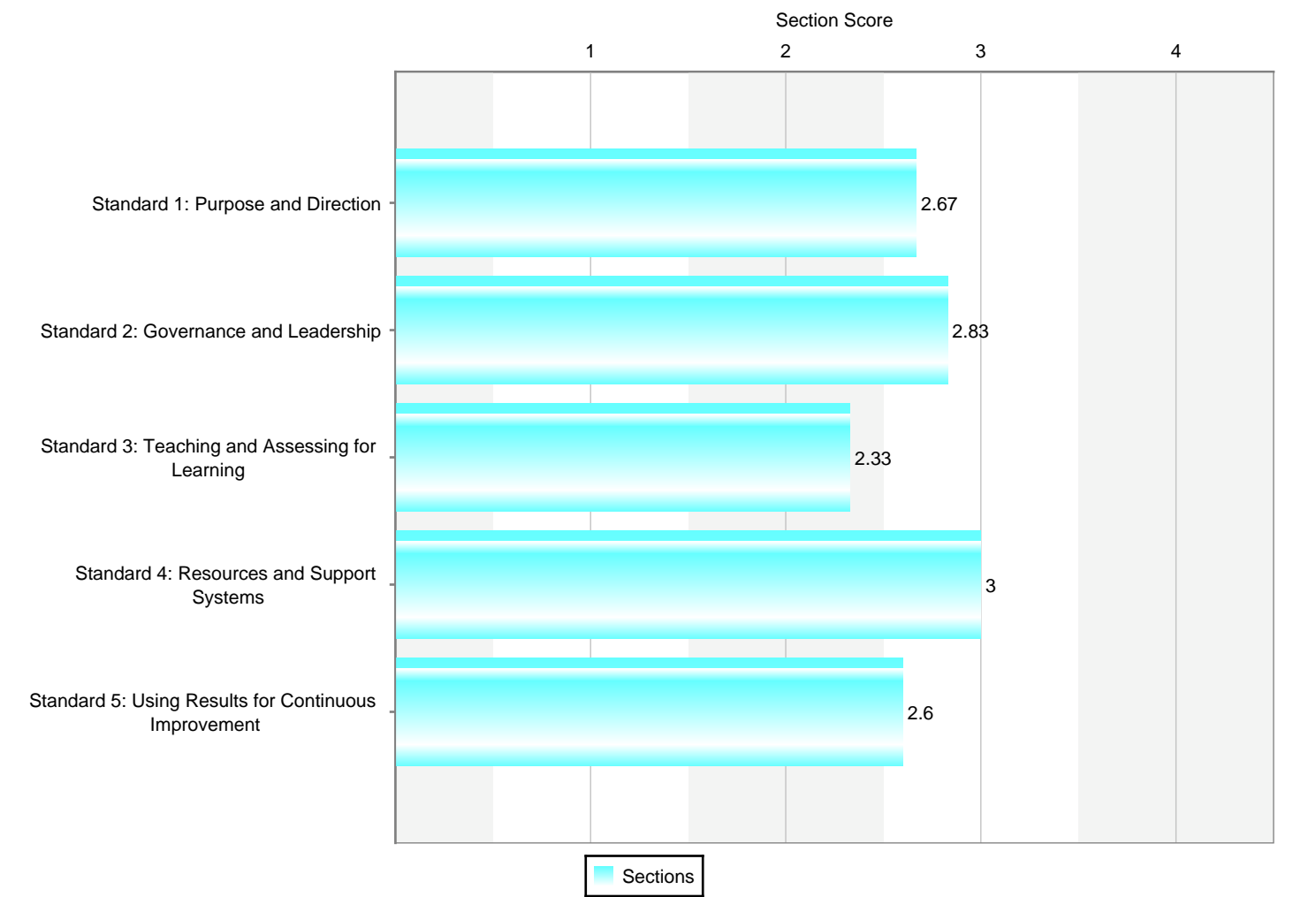
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our school has in place a systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. A majority of our school personnel uses this data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, and the effectiveness of the programs they use in their classrooms. Our school implements comprehensive assessments that generates data for our teachers about student learning and the effectiveness of our school.

However, all of our teachers do not use the data as it is intended to make instructional decisions which will lead to improved performance. As a result to sustain our strength and at the same time improve upon this weakness, we are working to remedy this situation by making our teacher accountable through evidence documentation that is noted in their lesson plans and is evident as walk-throughs are completed.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		PDLE

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to our stakeholder surveys the following areas were determined to have the highest level of approval:

Using Results for Continuous Improvement with an average of 4.44

Purpose and Direction with an average of 4.38

Governance and Leadership and Teaching and Assessing for Learning-both with averages of 4.33

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

According to our trend data from the last three years, our stakeholders (parents, staff, and students) show a trend toward satisfaction in all survey areas when comparing the 2015 to 2016 surveys.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Currently we are not using any other "survey" type feedback.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Our survey data indicates that our overall lowest level of satisfaction was in the area of Resources and Support Systems. The average score was 4.29 with standard two being the lowest area among parents and standard 4 being the lowest among staff.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

In 2014-2015, our surveys indicated a decreasing trend in all areas in stakeholder satisfaction.

At this time, we are showing improvement in all areas.

What are the implications for these stakeholder perceptions?

It is our belief that in the past, stakeholders may not have been well informed of the school's purpose and as a result they may not have understood some of the questions on the survey.

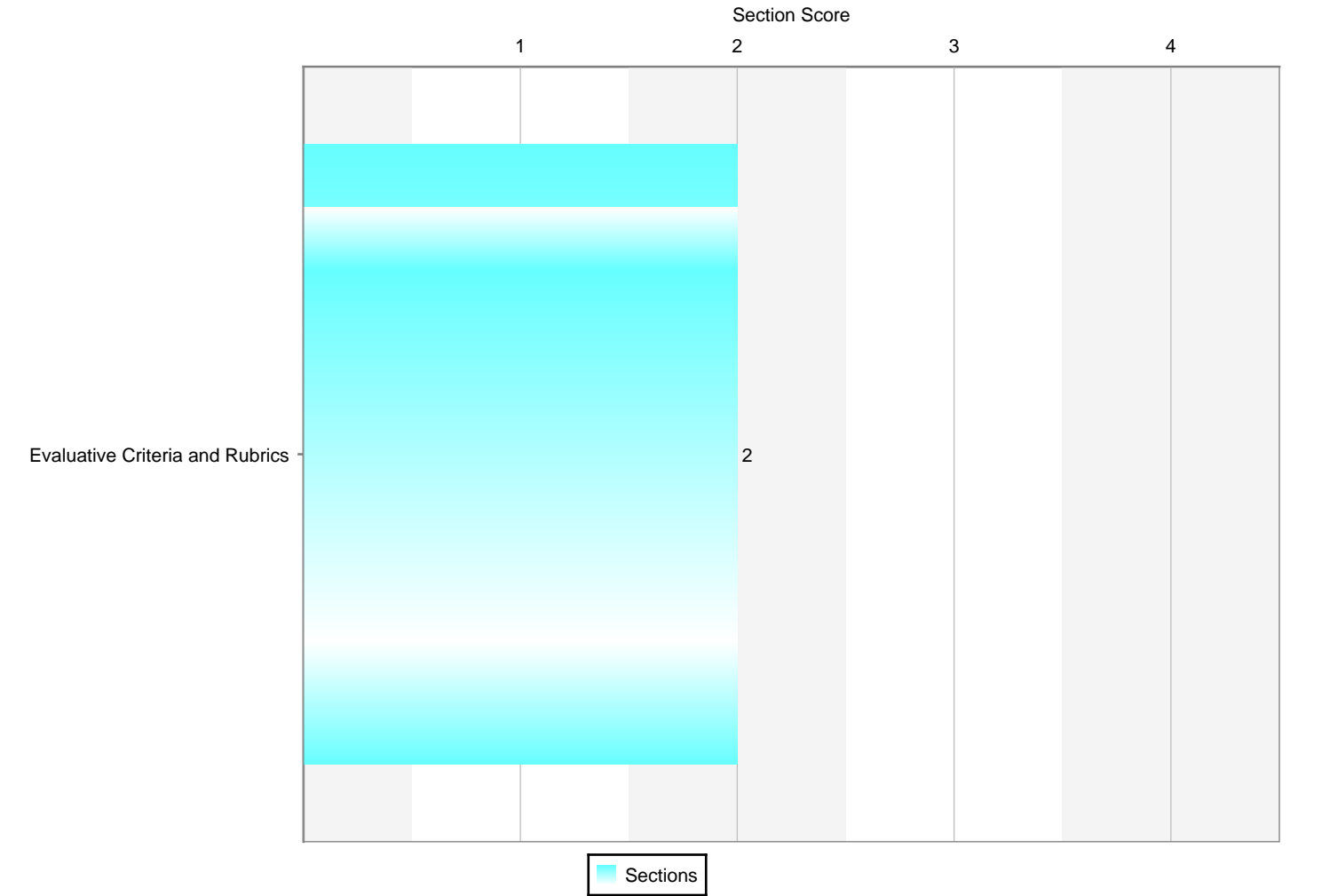
In the future, we will make certain that our purpose is well defined and that our stakeholders understand the contents of what is being asked on our surveys.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

At this time we are not using other sources of survey feedback.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		PdLE Data 2 PdLE Data 1

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on our 2016, FSA scores our students scored above the expected level of performance in ELA, MATH and Science as noted below:

3rd Grade ELA-53% score a level 3 or above as compared to the state average of 54%

3rd Grade Math- 69% Level 3 and above as compared to the state average of 61%

4th ELA 48% 3 and above as compared to the state average of 52%

Describe the area(s) that show a positive trend in performance.

In 2015 and 2016, our 3rd grade average percentage of students scoring a level 3 or above was one percentage point below the state average. PDLE's 3rd grade math scores also showed improvement. In 2015, our math scores were 4 percentage points below state average and in 2016, our 3rd grade math scores were 8 points above the state average.

Which area(s) indicate the overall highest performance?

The overall highest performance areas are: 3rd Grade ELA and Math

Which subgroup(s) show a trend toward increasing performance?

The following subject areas show a trend in increasing performance:

ELA Learning Gains: 51%

Math Achievement: 52%

Math Learning Gains: 62%

We do not have FSA data from 2015 that indicates performance of our students in specific areas.

Between which subgroups is the achievement gap closing?

The achievement gap between ELA Achievement and Mathmateics Achievement is closing with gains in each area.

In 2015, we were not given scores in learning gains for any subject area; therefore we could not determine if the achievement gap was closing in this subgroup.

Which of the above reported findings are consistent with findings from other data sources?

Based on our district progress monitoring tool (Performance Matters) the data collected from this assessment was consistent with our FSA scores.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Fifth grade ELA and math, 4th grade math, and 5th grade Science were all areas in which our performance was below our expectations.

5th grade ELA-32% as compared to the state average of 52%

5th grade Math-38% as compared to the state average of 55%

4th grade Math-48% as compared to the state average of 59%

5th grade Science 33% as compared to the state average of 51%

Describe the area(s) that show a negative trend in performance.

The following areas show a negative trend according to our 2015 and 2016 data:

5th grade Science -2015 46% of our students scored a level 3 or above on the assessment. In 2016, 33% of our students scored a level 3 or above on the assessment.

5th grade ELA the T score was 47 in 2015 and in 2016 32% of our students scored a level 3 or above on the FSA.

In 2015, our 5th grade math T score was at 48 and in 2016 the students scoring a level 3 and above was 38%.

Which area(s) indicate the overall lowest performance?

The area of overall lowest performance was Science. In 2015, we received 48 points for student science achievement. In 2016, we received 30 points for student science achievement.

Which subgroup(s) show a trend toward decreasing performance?

We do not have data from 2015 FSA assessment to determine decreasing performance among subgroups.

Between which subgroups is the achievement gap becoming greater?

The gap in overall Science Achievement was greater between 2015 and 2016 as reflected in our student achievement levels.

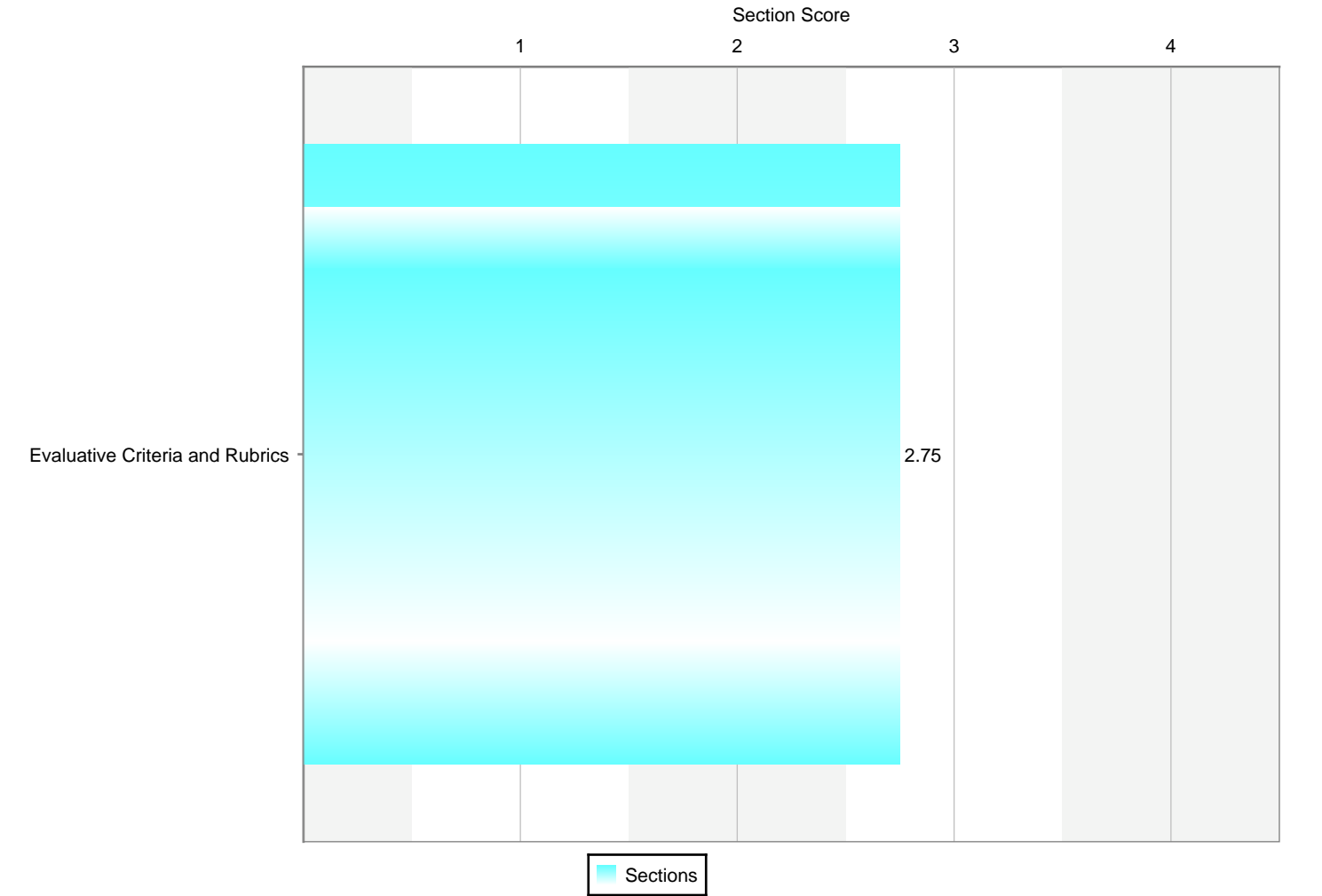
In 2015, we were not given scores in learning gains for any subject area; therefore we could not determine if the achievement gap was closing in this subgroup.

Which of the above reported findings are consistent with findings from other data sources?

Based on our district progress monitoring tool (Performance Matters) the data collected from this assessment was consistent with our ELA and math FSA scores.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

This plan is developed for Ponce de Leon Elementary School and entails our desired avenue to improve as a stakeholder representative body and as an educational institution.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Ponce de Leon Elementary School will manage, continuously improve and enhance the quality of communication with its stakeholders to increase their understanding of the resources and support systems.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Manage and continuously improve 5th Grade FSA Science scores	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
3	Manage and continuously improve 3rd-5th grade math scores	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	Manage and continuously improve 3rd-5th grade ELA scores	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: Ponce de Leon Elementary School will manage, continuously improve and enhance the quality of communication with its stakeholders to increase their understanding of the resources and support systems.

Measurable Objective 1:

collaborate to improve stakeholder understanding of resources and support systems by the end of the 2016-2017 school year. Stakeholder understanding will increase, resulting in higher survey evaluations in the area of Resources and Support Systems by 06/30/2017 as measured by AdvancEd District wide school climate surveys.

Strategy 1:

Stakeholder Involvement - At least once per quarter, communication will be sent home regarding information related to the school's resources and support systems.

The school's website will be updated to reflect this information as well.

A phone tree message will be sent out (prior to quarterly communication being sent) to inform stakeholders to expect important information soon.

Research Cited: Advanc-Ed survey results

Activity - Key Stakeholder Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bilateral engagement with key stakeholders-The school's administrative team will meet with stakeholders to discuss the surveys that are sent home or filled out online. During this time each area will be detailed and discussion will be opened in order to address concerns, question, misgivings, etc. Data will be collected to gauge the understanding of participants. Input from stakeholders will be taken as to how we can improve understanding of climate surveys as well as how we can improve participation.	Community Engagement	02/01/2017	06/29/2018	\$0	No Funding Required	Administration Team

Goal 2: Manage and continuously improve 5th Grade FSA Science scores

Measurable Objective 1:

increase student growth by working to improve our Fifth grade science scores on the FSA. At least 50% of our 5th grade students will score a level 3 or higher by 06/29/2018 as measured by FSA results.

Strategy 1:

Student Centered Learning - Through student centered learning, our teachers will work diligently with their students to ensure they have a firm foundation and possess the fundamental skills need to be successful on the NGSS science assessment. Teachers will shift the focus of activities from themselves to the students. Students will solve problems, answer questions, develop questions, discuss, explain, debate , and brainstorm as part of cooperative learning groups. The teacher will monitor, provide feedback, and redirect as needed. As students take ownership of their learning, their depth of understanding and acquisition of critical thinking skills will transfer

Accreditation Report

Ponce de Leon Elementary School

into higher performance as indicated by the NGSS science assessment.

Research Cited: The University of Minnesota Cooperative Learning Center. Information and references on different aspects of cooperative learning, including "Cooperative Learning Methods: A Meta-Analysis," which summarizes the results of a large number of CL research studies. The site is maintained by David and Roger Johnson of the University of Minnesota.

Weimer, M. (2002). Learner-centered teaching. San

Francisco: Jossey-Bass

Activity - Learner Centered Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learner Centered Teaching- Teachers will participate in a PLC that is designed to reinforce learner centered teaching through a process that will activate deep learning rather than surface learning. This PLC will help teachers create a environment that fosters student learning, accommodates different learning styles, and motivates students to accept responsibility for their own learning.	Professional Learning	02/13/2017	11/06/2017	\$500	Title I Part A	Principal, Assistant Principal, Curriculum Coordinator, Guidance PDLE Faculty (K-5)- teachers in attendance

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work one-on-one with Dr. Szpyrka (contracted science representative) to analyze test results, determine student needs, develop standards based lessons, and implement these standards based lessons.	Professional Learning	08/10/2016	07/31/2017	\$0	Other	Donna Szpyrka District Curriculum Coordinator School Level Curriculum Coordinator Science Teachers 3-5

Goal 3: Manage and continuously improve 3rd-5th grade math scores

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in mathematics by scoring a level 3 or higher in Mathematics by 06/29/2018 as measured by FSA results.

Strategy 1:

Student Centered Learning - Through student centered learning, our teachers will work diligently with their students to ensure they have a firm foundation and possess

Accreditation Report

Ponce de Leon Elementary School

the fundamental skills need to be successful on the Florida Standards Math Assessment. Teachers will shift the focus of activities from themselves to the students. Students will solve problems, answer questions, develop questions, discuss, explain, debate , and brainstorm as part of cooperative learning groups. The teacher will monitor, provide feedback, and redirect as needed. As students take ownership of their learning, their depth of understanding and acquisition of critical thinking skills will transfer into higher performance as indicated by the FSA math assessment.

Research Cited: The University of Minnesota Cooperative Learning Center. Information and references on different aspects of cooperative learning, including "Cooperative Learning Methods: A Meta-Analysis," which summarizes the results of a large number of CL research studies. The site is maintained by David and Roger Johnson of the University of Minnesota. Weimer, M. (2002). Learner-centered teaching. San Francisco: Jossey-Bass

Activity - District-Wide Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to meet and work by grade level with the district representative and curriculum coordinators to develop a pacing guide that is designed to meet the needs of our students and addresses specific skills in an order that provides the most beneficial learning experiences for our students.	Professional Learning	05/23/2016	05/30/2017	\$0	No Funding Required	District Curriculum Director School Level Curriculum Coordinator Teachers 3-5

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District progress monitoring assessments will be given each 9 weeks. Teachers will analyze their results and revamp instruction as needed. Notes will be made to the pacing guide and discussed thoroughly at the next pacing/mapping meeting.	Other - District Progress Monitoring	09/19/2016	05/30/2018	\$0	No Funding Required	District Curriculum Coordinator School Level Curriculum Coordinator Teachers 3-5

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a Quality Questioning review in which we readdress the effect of quality questioning in our classrooms. Through this review, teachers will share strategies that they have found to be successful in developing student centered classrooms. They will also share and discuss how quality questioning leads to successful student centered learning.	Professional Learning	01/10/2017	08/30/2017	\$0	No Funding Required	School Level Curriculum Coordinator Teachers K-5

Goal 4: Manage and continuously improve 3rd-5th grade ELA scores

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in ELA by scoring at or above the state average in English Language Arts by 06/29/2018 as measured by FSA results.

Accreditation Report

Ponce de Leon Elementary School

Strategy 1:

Student Centered Learning - Through student centered learning, our teachers will work diligently with their students to ensure they have a firm foundation and possess the fundamental skills need to be successful on the ELA assessment. Teachers will shift the focus of activities from themselves to the students. Students will solve problems, answer questions, develop questions, discuss, explain, debate , and brainstorm as part of cooperative learning groups. The teacher will monitor, provide feedback, and redirect as needed. As students take ownership of their learning, their depth of understanding and acquisition of critical thinking skills will transfer into higher performance as indicated by the ELA assessment.

Research Cited: The University of Minnesota Cooperative Learning Center. Information and references on different aspects of cooperative learning, including "Cooperative Learning Methods: A Meta-Analysis," which summarizes the results of a large number of CL research studies. The site is maintained by David and Roger Johnson of the University of Minnesota. Weimer, M. (2002). Learner-centered teaching. San Francisco: Jossey-Bass

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-2 and 3-5 will meet to analyze standards, students test data, and develop pacing guides for the upcoming school year based on students needs and skills.	Professional Learning	06/20/2016	07/31/2017	\$0	No Funding Required	Administrative Team Grade Level Teachers

Activity - PLC-Quality Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to refresh their quality questioning skills, discuss strategies that worked in their classrooms, strategies to reintroduce, how quality questioning plays a role in developing better thinking skills for students, and help one another develop activities that reflect student centered learning as it ties to quality questioning.	Professional Learning	05/01/2017	06/29/2018	\$0	No Funding Required	Grade Level Teachers School Level Curriculum Coordinator

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to analyze the data they have collected from the district wide progress monitoring assessments (given each 9 weeks). They will use this data to adjust instruction, develop plans tht meet the needs of their students , and look for trends of need as well as improvement.	Other - District Progress Monitoring	09/19/2016	05/30/2017	\$0	No Funding Required	District Curriculum Coordinator School Level Curriculum Coordinator Grade Level Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learner Centered Training	Learner Centered Teaching- Teachers will participate in a PLC that is designed to reinforce learner centered teaching through a process that will activate deep learning rather than surface learning. This PLC will help teachers create a environment that fosters student learning, accommodates different learning styles, and motivates students to accept responsibility for their own learning.	Professional Learning	02/13/2017	11/06/2017	\$500	Principal, Assistant Principal, Curriculum Coordinator, Guidance PDLE Faculty (K-5)- teachers in attendance
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Planning	Teachers in grades K-2 and 3-5 will meet to analyze standards, students test data, and develop pacing guides for the upcoming school year based on students needs and skills.	Professional Learning	06/20/2016	07/31/2017	\$0	Administrative Team Grade Level Teachers
District Progress Monitoring	District progress monitoring assessments will be given each 9 weeks. Teachers will analyze their results and revamp instruction as needed. Notes will be made to the pacing guide and discussed thoroughly at the next pacing/mapping meeting.	Other - District Progress Monitoring	09/19/2016	05/30/2018	\$0	District Curriculum Coordinator School Level Curriculum Coordinator Teachers 3-5
District Progress Monitoring	Teachers will meet to analyze the data they have collected from the district wide progress monitoring assessments (given each 9 weeks). They will use this data to adjust instruction, develop plans tht meet the needs of their students , and look for trends of need as well as improvement.	Other - District Progress Monitoring	09/19/2016	05/30/2017	\$0	District Curriculum Coordinator School Level Curriculum Coordinator Grade Level Teachers

Accreditation Report

Ponce de Leon Elementary School

PLC	Teachers will participate in a Quality Questioning review in which we readdress the effect of quality questioning in our classrooms. Through this review, teachers will share strategies that they have found to be successful in developing student centered classrooms. They will also share and discuss how quality questioning leads to successful student centered learning.	Professional Learning	01/10/2017	08/30/2017	\$0	School Level Curriculum Coordinator Teachers K-5
PLC-Quality Questioning	Teachers will meet to refresh their quality questioning skills, discuss strategies that worked in their classrooms, strategies to reintroduce, how quality questioning plays a role in developing better thinking skills for students, and help one another develop activities that reflect student centered learning as it ties to quality questioning.	Professional Learning	05/01/2017	06/29/2018	\$0	Grade Level Teachers School Level Curriculum Coordinator
Key Stakeholder Engagement	Bilateral engagement with key stakeholders-The school's administrative team will meet with stakeholders to discuss the surveys that are sent home or filled out online. During this time each area will be detailed and discussion will be opened in order to address concerns, question, misgivings, etc. Data will be collected to gauge the understanding of participants. Input from stakeholders will be taken as to how we can improve understanding of climate surveys as well as how we can improve participation.	Community Engagement	02/01/2017	06/29/2018	\$0	Administration Team
District-Wide Pacing Guide	Teachers will continue to meet and work by grade level with the district representative and curriculum coordinators to develop a pacing guide that is designed to meet the needs of our students and addresses specific skills in an order that provides the most beneficial learning experiences for our students.	Professional Learning	05/23/2016	05/30/2017	\$0	District Curriculum Director School Level Curriculum Coordinator Teachers 3-5
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will work one-on-one with Dr. Szpyrka (contracted science representative) to analyze test results, determine student needs, develop standards based lessons, and implement these standards based lessons.	Professional Learning	08/10/2016	07/31/2017	\$0	Donna Szpyrka District Curriculum Coordinator School Level Curriculum Coordinator Science Teachers 3-5
Total					\$0	