

St. Johns County School District

Palencia Elementary School



2017-18 Schoolwide Improvement Plan

Palencia Elementary School

355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Palencia Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"We are a CREW setting SAIL into Tomorrow's world."

Included in this are the Key words CREW and SAIL, which stand for:

C- Creative. S- Successful
R- Responsible A- Adventurous
E- Engaged I - Innovative
W - Worthy L- Leaders

b. Provide the school's vision statement.

Our School Vision is very simple: 100%

100% to us means that we strive to be a school where ALL (100%) of our students are achieving the required level of proficiency.

2. School Environment

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

Palencia Elementary learns about students' cultures and builds relationships by inviting the parents and community members to be a part of the School Advisory Council. We also invite our community stakeholders to a yearly "State of the School" address, where current issues and school vision are discussed. Weekly meetings are held with PTO Leadership and monthly PTO meetings with the PTO Board. Student placements consider the students learning style, individual needs and parent input in order to pair them with the best teaching environment to build a positive relationship and academic success. Palencia Elementary also hosts an annual meet the teacher and an additional Curriculum Chat Evening to meet parents, share curriculum and instruction expectations and address individual concerns. Individual conferences are scheduled throughout the year. Teachers lead a variety of after school activities (such as Girls on the Run, Running Club, Art and Garden Club, Culinary Club, Drama Club, LeaderShip, etc.) fostering non-academic relationships based on student interest.

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

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

upgrades with cameras and locks are being implemented and shared with students. The school also has a suggested 'color of the day' for a school dress code to help staff identify students in community areas.

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

School wide behavioral system is based on the county Pillars of Character. Students are introduced to each pillar and the qualities that are displayed in that character. All school staff can recognize students displaying these qualities by awarding students an invitation to eat lunch at the "Captains Table". Administration and staff eat lunch with students to develop relationships and discuss positive behaviors at this special table. Our school also models the principles found in Stephen Covey's Seven Habits of Happy Kids by using a common language of expectations. Teachers develop a classroom behavior plan to suit their students'. A PCM team is in place to address crisis situations that may arise. Training is schedule as needed. Students, teachers and staff also follow the MTSS behavioral model. This year we will explore/pilot a school wide "CREW" system where every individual on our campus is a part of a 'CREW'. The CREWs compete for points which are earned through exhibiting positive behaviors and good character.

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

Palencia Elementary meets the social-emotional needs of students through the guidance counselor working with small targeted groups, individual teacher recommendations and parental referrals. Community and pupil mentors are provided based on individual student needs, usually recommended by teachers, parents or guidance counselor. Paraprofessionals work with identified students to provide instructional support and mentoring. A Mental Health Counselor is on our campus 2 1/2 days per week to provide counseling for our students within our Self Contained ESE unit.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The RTI/MTSS team will pull reports based on the criteria listed for indicators of Early Warning Systems from eSchool Plus. Part of the team has received training and further training is scheduled. The team will then address the issues on a case by case basis.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	10	6	3	8	7	0	0	0	0	0	0	0	35
One or more suspensions	0	1	3	0	2	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	3	5	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	1	10	23	0	0	0	0	0	0	0	34

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

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

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

Interventions may include any one of the following:

1. Conference with student
2. Conference with parent
3. Students may participate in 'Tide Tuesday' a mentoring program
4. The team will continue to monitor all students through reports generated at every quarter and interim.
5. Teacher interventions
6. Other interventions may be developed during the school year to meet the individual needs of each student

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We had 1420 volunteers (this number includes many that attended our annual Grandparents Day - a 2 day event) that have accumulated 15,660 hours of service to our school. We are very thankful to our community for this support.

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Anderson, Allen	Principal
Ledford, Jennifer	SAC Member
Whaley, Rebecca	Teacher, K-12
Paczkowski, Susan	SAC Member
Caldwell, Heather	SAC Member
Kerekes, Cheryl	Teacher, K-12
Goodrich, Catherine	Assistant Principal
Case, Jennifer	Teacher, K-12
Edwards, sarah	Teacher, K-12
Crecco, Nicole	Teacher, K-12
Morrison, Donna	Instructional Coach

b. Duties

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

Principal: At Palencia Elementary, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities, as well as participating on the RtI team.

Assistant Principal: The assistant principal at Palencia Elementary also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, communicates with parents regarding school-based RtI plans and activities, and also participates on the RtI team.

Instructional Coach: Palencia Elementary's Instructional Literacy Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children.

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

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

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

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

Palencia Elementary has seen success in implementing the PLC (Professional Learning Community) process in our school. Through this process teacher teams look at data to determine best instructional practices. We have seen positive results in many areas. The School Improvement Plan and a school focus will be on continued implementation of this process.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Case	Teacher
Allen Anderson	Principal
Susan Paczkowski	Parent
Laura Simpson	Teacher
Heather Caldwell	Teacher
Krista Plandel	Parent
Shannon Ayrish	Teacher
Cheryl Kerekes	Teacher
Amber Maxwell	Parent
Cara Seifart	Parent
Catherine Goodrich	Education Support Employee
Charlena Retkowski	Business/Community
Emily Lemos	Parent
Hali Worthington	Teacher
Heather Rebella	Parent
Jessica Hurff	Parent
Jonathan McKenzie	Parent
Kelly Emilio	Parent
Lana Kirkpatrick	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our school showed positive gains in ELA, Math and Science for the 2016-17 school year. However, when these results were presented to staff members, the team was still not completely satisfied. Further improvement goals will be set for the 2017-18 school year.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

SAC funds were allocated for staff development. A few teachers at each grade level attended a Professional Learning Community (PLC) conference. As a result, each grade level team works

collaboratively to establish expectations and curricula for high quality instruction around essential standards in all subject areas.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

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

The major function of the LLT will be the expansion of the resources available to our students and teachers to promote literacy. The team will also provide support and leadership in the area of ELA as we continue the PLC process.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Palencia Elementary School implements a variety of methods to encourage positive relationships among staff. All new instructional staff are invited to a meet and greet breakfast where they are partnered with a mentor teacher who serves as a resource for the year. At this first meeting, new teachers are given vital information for the school including a list of key people with their pictures, passwords, resources and a tour of the school. This mentor / mentee relationship assists in supporting the new staff to the environment, expectations, policies and procedures of the school. They will complete a new teacher survey to assess their needs and then will meet with support staff to include their mentor, ILC and/or administration monthly to support them in their individual areas of need 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. Grade level teams are given common planning time for

individual and grade level PLC planning each week. 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 and to vertically plan. St. Johns County School District has implemented a plan that allows a modified schedule to increase planning and professional development opportunities for all staff. PES has developed a new staff handbook as well as a staff handbook.

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

PES uses data from a FIT 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 through our new teacher program outlined above. 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. Finally, administration reviews research and tries to implement researched practices concerning employee satisfaction.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis

for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

Teachers continuously review data from multiple student performance sources (Formative Assessments, i-Ready progress monitoring, State Standardized Assessments, EOC, teacher generated assessments, teacher observations, RTI plans, etc.) and then differentiate instruction to match the individual needs. Differentiated instruction may include, but is not limited to, remediation, enrichment, modified assignments, small group support, individual support, etc. Struggling students are referred to our MTSS/RTI team. This committee, comprised of school administrators, the literacy coach, guidance counselor, Speech and Language Pathologist, behavior specialist, school psychologist, and general education teacher, serves as a collective problem-solving team. They collaborate to develop strategies so that students may be successful in their area of need. If not successful, the committee may make a recommendation for additional services.

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

Strategy: After School Program

Minutes added to school year: 0

Strategy - Students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community.

Purpose - to broaden student scope and depth of knowledge in areas such as, but not limited to: gardening, hydroponic gardening, culinary arts, sports, character development, performing arts, STEM, etc...

Data - performance based projects and culminating program activities

Strategy- Student LeaderSHIP program

Purpose- to give students an opportunity to develop interpersonal communication skills.

Data- current enrollment as compared to historical enrollment since 2014/2015 pilot program

Strategy - PLC implementation

Purpose - Teachers from common grade levels collaborate and share student data as compared to state standard requirements. Teachers then plan "next steps" in student learning to ensure 100% of students are proficient in essential standards and students needing enrichment are further challenged.

Strategy Rationale

Palencia Elementary is conscientious to keep St. Johns County's Vision alive and visible.

Students will choose a learning path that leads to a well-rounded graduate who demonstrates good character and leadership.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Goodrich, Catherine, catherine.goodrich@stjohns.k12.fl.us

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

Student participation as compared to participation in previous years. Parent satisfaction indicated in the annual needs assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Palencia Elementary is in a partnership with local Preschools. We meet with the owners / directors on a regular basis to discuss and prepare for the PreK to Kindergarten transition. Similarly, we also host 6th grade teachers from feeder pattern middle schools to collaborate and prepare for the 5th to 6th grade transition. This allows both preschools and the middle schools to see the expectations of our

school, increases communication and builds a bridge between the two. PreK providers are encouraged to share with their families dates for Palencia's early Kindergarten registration and 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'. Our 5th grade students take an organized field study trip to visit their home zoned middle schools, attend an orientation session, and meet school leadership. Middle schools also notify our elementary school regarding up and coming parent nights and the scheduling process.

Members from Palencia Elementary's ESE Team also meet with feeder pre-schools and feeder middle schools to develop IEPs for ESE students prior to their transition.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To implement a Bring Your Own Device (BYOD) program to continue as a digital one to one school.
- G2.** Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile.
- G3.** Each grade level will collaboratively establish expectations and curricula for high quality ELA instruction (phonemic awareness, phonics, fluency, vocab, comprehension, and writing) so that all students will meet growth expectations with additional focus on those students in the lowest quartile.

Strategic Goals Detail

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

G1. To implement a Bring Your Own Device (BYOD) program to continue as a digital one to one school.

1a

 G096571

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- The One to One Pilot program ended. School based funding is not sufficient to continue this program.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent ownership and some school based funding.
- Parent ownership and some school based funding.

Plan to Monitor Progress Toward G1. 8

Percentage of participation in the BYOD Program

Person Responsible

Allen Anderson

Schedule

Annually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data will be collected as to the percentage of students participating in the BYOD Program at the beginning of the year and at the end of the year.

G2. Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile. 1a

G096572

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	100.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly grade level team PLC planning and vertical planning time provided. District level curriculum staff. District level curriculum resources (map, pacing guide, etc.)

Plan to Monitor Progress Toward G2. 8

Administration will monitor iready assessment data

Person Responsible

Allen Anderson

Schedule

Quarterly, from 7/31/2017 to 5/24/2018

Evidence of Completion

Student Data

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

G096573

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	100.0

Targeted Barriers to Achieving the Goal 3

- Time for teams to collaborate and to vertically plan (identify individual student gaps and address through specific instruction)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative Assessments aligned to FSAS and District Curriculum Maps Common Planning Time PLC Process and resources
- Marzano Model of High Yield Strategies
- MTSS Team
- CPALMS
- Instructional Literacy Coach- Donna Morrison
- Accelerated Reader and STAR assessments
- 'Tides'-targeted intervention group
- District level ELA and Reading program Specialist- Rebecca England
- District developed curriculum map
- Diagnostic Reading Assessment- iready

Plan to Monitor Progress Toward G3. 8

ELA, AR, STAR, Tides assessment, MTSS/RTI, DRA, iready assessments, formative assessments

Person Responsible

Donna Morrison

Schedule

Quarterly, from 7/31/2017 to 5/24/2018

Evidence of Completion

FI State Assessment and iready scores

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. To implement a Bring Your Own Device (BYOD) program to continue as a digital one to one school. **1**

 G096571

G1.B1 The One to One Pilot program ended. School based funding is not sufficient to continue this program. **2**

 B259793

G1.B1.S1 Families will be asked on an optional basis to allow their child to bring a digital device to school for classroom use. **4**

 S275219

Strategy Rationale

This will allow instruction to continue in a digital format.

Action Step 1 **5**

Education and implementation of a BYOD program

Person Responsible

Allen Anderson

Schedule

Daily, from 8/8/2017 to 5/24/2018

Evidence of Completion

We will track the percentage of students participating in the BYOD program. We will also track the availability of school owned devices for student use.

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

Classroom teachers will monitor the use of the devices and continue to use them as instructional materials

Person Responsible

Allen Anderson

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Classes use online instructional resources for instruction. Samples will be collected to demonstrate implementation with fidelity.

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

Parents from all grade levels will be addressed concerning this program. Also, parent purchased back to school supplies will be greatly reduced or eliminated to help families financially.

Person Responsible

Allen Anderson

Schedule

Annually, from 7/1/2017 to 5/24/2018

Evidence of Completion

Presentations at Curriculum Chat events, Articles in the school newsletter and school supply lists.

G2. Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile. **1**

 G096572

G2.B1 Time for teachers to differentiate instruction to meet the needs of individual students. Each student needs to be assessed on each standard, followed by appropriate instruction. Teachers also need time to collaborate vertically among grade levels. **2**

 B259795

G2.B1.S1 Teachers will use MFAS and iready data to target instruction for each individual student. Administration will monitor progression on the students through the use of assessment data. **4**

 S275220

Strategy Rationale

Through the use of MFAS and iready assessment data. Teachers will be able to analyze student progress and adjust instruction accordingly.

Action Step 1 **5**

Teachers and staff will meet weekly during PLC planning to identify essential math standards and monitor formative assessments and iready data to adjust instruction accordingly

Person Responsible

Donna Morrison

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

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

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

Administration will meet with grade level PLC teams to monitor the and support the PLC process and iready implementation.

Person Responsible

Donna Morrison

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

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

Administration will meet with Grade level PLC teams to monitor and analyze iready assessment data as well as formative assessments

Person Responsible

Allen Anderson

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

Student data

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

G096573

G3.B1 Time for teams to collaborate and to vertically plan (identify individual student gaps and address through specific instruction) 2

B259796

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

S275221

Strategy Rationale

Planning will allow teachers to identify essential standards and individual student gaps and then address during targeted instruction with Being a Reader and Making Meaning to increase student achievement.

Action Step 1 5

continue integration and implementation of Being a Reader, Being a Writer and Making Meaning curriculum programs for all grade levels

Person Responsible

Allen Anderson

Schedule

On 5/24/2018

Evidence of Completion

Provide training to staff on new programs and the PLC process. Trainings will be scheduled during preplanning for the i-ready program and teacher teams will continue to be sent to PLC training conferences. Administration will also continue to collaborate and meet with teams to support the continued implementation of Being a Reader, Being a Writer, and Making meaning programs.

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

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

Person Responsible

Allen Anderson

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

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

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

Targeted data discussions during weekly grade level PLC planning to monitor student progress

Person Responsible

Allen Anderson













Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

Student iready data, STAR Reading, formative assessment data and curriculum based assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M397715	Percentage of participation in the BYOD Program	Anderson, Allen	8/10/2017	Data will be collected as to the percentage of students participating in the BYOD Program at the beginning of the year and at the end of the year.	5/24/2018 annually
G2.MA1  M397718	Administration will monitor iready assessment data	Anderson, Allen	7/31/2017	Student Data	5/24/2018 quarterly
G3.MA1  M397721	ELA, AR, STAR, Tides assessment, MTSS/RTI, DRA, iready assessments, formative assessments	Morrison, Donna	7/31/2017	FI State Assessment and iready scores	5/24/2018 quarterly
G1.B1.S1.MA1  M397713	Parents from all grade levels will be addressed concerning this program. Also, parent purchased...	Anderson, Allen	7/1/2017	Presentations at Curriculum Chat events, Articles in the school newsletter and school supply lists.	5/24/2018 annually
G1.B1.S1.MA1  M397714	Classroom teachers will monitor the use of the devices and continue to use them as instructional...	Anderson, Allen	8/21/2017	Classes use online instructional resources fro instruction. Samples will be collected to demonstrate implementation with fidelity.	5/24/2018 daily
G1.B1.S1.A1  A369413	Education and implementation of a BYOD program	Anderson, Allen	8/8/2017	We will track the percentage of students participating in the BYOD program. We will also track the availability of school owned devices for student use.	5/24/2018 daily
G2.B1.S1.MA1  M397716	Administration will meet with Grade level PLC teams to monitor and analyze iready assessment data...	Anderson, Allen	7/31/2017	Student data	5/24/2018 monthly
G2.B1.S1.MA1  M397717	Administration will meet with grade level PLC teams to monitor the and support the PLC process and...	Morrison, Donna	7/31/2017		5/24/2018 monthly
G2.B1.S1.A1  A369414	Teachers and staff will meet weekly during PLC planning to identify essential math standards and...	Morrison, Donna	7/31/2017	Student achievement will be monitored after each assessment has been completed by PLC team and admin. Interventions and instruction will be adjusted or implemented as needed.	5/24/2018 monthly
G3.B1.S1.MA1  M397719	Targeted data discussions during weekly grade level PLC planning to monitor student progress	Anderson, Allen	7/31/2017	Student iready data, STAR Reading, formative assessment data and curriculum based assessments	5/24/2018 monthly
G3.B1.S1.MA1  M397720	Administration will monitor completed trainings and implementation of programs by all teachers in...	Anderson, Allen	7/31/2017	teacher completed vendor trainings, teacher observations implementing the programs during instruction	5/24/2018 monthly
G3.B1.S1.A1  A369415	continue integration and implementation of Being a Reader, Being a Writer and Making Meaning...	Anderson, Allen	7/21/2017	Provide training to staff on new programs and the PLC process. Trainings will be scheduled during preplanning for the iready program and teacher teams will continue to be sent to PLC training conferences. Administration will also continue to collaborate and meet with teams to support the continued implementation of Being a Reader, Being a Writer, and Making meaning programs.	5/24/2018 one-time

V. Professional Development Opportunities

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

G2. Each grade level will collaboratively establish expectations and curricula for high quality math instruction. While this goal is for the entire student body, we will be targeting the lowest quartile.

G2.B1 Time for teachers to differentiate instruction to meet the needs of individual students. Each student needs to be assessed on each standard, followed by appropriate instruction. Teachers also need time to collaborate vertically among grade levels.

G2.B1.S1 Teachers will use MFAS and iready data to target instruction for each individual student. Administration will monitor progression on the students through the use of assessment data.

PD Opportunity 1

Teachers and staff will meet weekly during PLC planning to identify essential math standards and monitor formative assessments and iready data to adjust instruction accordingly

Facilitator

vendor led iready program training and PLC conference training

Participants

all school staff

Schedule

Monthly, from 7/31/2017 to 5/24/2018

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

G3.B1 Time for teams to collaborate and to vertically plan (identify individual student gaps and address through specific instruction)

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

PD Opportunity 1

continue integration and implementation of Being a Reader, Being a Writer and Making Meaning curriculum programs for all grade levels

Facilitator

Vendor provided instructor led training and PLC led conferences

Participants

all instructional staff

Schedule

On 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Education and implementation of a BYOD program				\$0.00
2	G2.B1.S1.A1	Teachers and staff will meet weekly during PLC planning to identify essential math standards and monitor formative assessments and iready data to adjust instruction accordingly				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0511 - Palencia Elementary School	General Fund		\$2,500.00
			Notes: PLC conference @ \$689 per staff member Other Solution Tree and iready resources			
3	G3.B1.S1.A1	continue integration and implementation of Being a Reader, Being a Writer and Making Meaning curriculum programs for all grade levels				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0511 - Palencia Elementary School	General Fund		\$2,500.00
			Notes: PLC conference @ \$689 per staff member Additional resources from Solution Tree and iready as determined necessary			
Total:						\$5,000.00