Palencia Elementary School

2020-21 Schoolwide Improvement Plan

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Palencia Elementary School

355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

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

Demographics

Principal: Catherine Goodrich

Start Date for this Principal: 8/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (66%) 2016-17: A (69%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

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. 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.

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355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	11%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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

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.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Goodrich, Catherine	Principal	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. The principal ensures that all staff comply with the district-wide school site standards. 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.
Kerekes, Cheryl	Teacher, K-12	
Hackney, Sharon	Teacher, K-12	
Kirby, Kim	Teacher, ESE	
Dowdie, Kate	Teacher, K-12	
Craig, Alison	Teacher, K-12	
Paciotti, Haleh	Instructional Coach	
Holtz, Audrey	Assistant Principal	

Demographic Information

Principal start date

Monday 8/17/2020, Catherine Goodrich

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (66%) 2016-17: A (69%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 8/17/2020

Prior Year - As Reported

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	
Number of students enrolled	125	159	143	133	139	128	0	0	0	0	0	0	0	827
Attendance below 90 percent	4	8	3	7	4	13	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	2	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	0	3	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	1	5	1	0	0	0	0	0	0	0	0	7

Prior Year - Updated

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	
Number of students enrolled	125	159	143	133	139	128	0	0	0	0	0	0	0	827
Attendance below 90 percent	4	8	3	7	4	13	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	2	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	0	3	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	1	5	1	0	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	81%	75%	57%	74%	74%	55%
ELA Learning Gains	77%	67%	58%	64%	64%	57%
ELA Lowest 25th Percentile	67%	59%	53%	55%	52%	52%
Math Achievement	83%	77%	63%	80%	75%	61%
Math Learning Gains	78%	69%	62%	76%	69%	61%
Math Lowest 25th Percentile	59%	59%	51%	64%	60%	51%
Science Achievement	75%	72%	53%	73%	69%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	79%	78%	1%	58%	21%
	2018	85%	78%	7%	57%	28%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	89%	77%	12%	58%	31%
	2018	75%	74%	1%	56%	19%
Same Grade Comparison		14%				
Cohort Comparison		4%				
05	2019	79%	76%	3%	56%	23%
	2018	70%	73%	-3%	55%	15%
Same Grade Comparison		9%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	83%	82%	1%	62%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	78%	80%	-2%	62%	16%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	87%	82%	5%	64%	23%
	2018	84%	83%	1%	62%	22%
Same Grade Comparison		3%				
Cohort Comparison		9%				
05	2019	83%	80%	3%	60%	23%
	2018	75%	79%	-4%	61%	14%
Same Grade Comparison		8%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	76%	73%	3%	53%	23%
	2018	56%	73%	-17%	55%	1%
Same Grade Comparison		20%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	59	57	38	59	58	36	43				
ELL	45			64							
ASN	81	67		85	88		82				
BLK	69			77							
HSP	74	79	70	79	76		75				
WHT	82	76	65	84	79	58	76				
FRL	53	52	38	64	66	40	63				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	51	48	54	64	49	28				
ASN	91	81		87	82						
HSP	64	62	60	76	74	75	27				
WHT	78	65	52	79	70	61	58				
FRL	61	48	54	63	73	61	43				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	51	53	35	55	63	50	22				
ASN	86	83		86	92						
HSP	68	80		73	85		50				
MUL	73			73							
WHT	74	60	50	81	74	61	76				
FRL	62	60	48	63	64	52	52				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance is our lowest 25% in Math.
Unfortunately, there is a trend.
2017 - 64% made learning gains
2018 - 62% made learning gains
2019 - 59% made learning gains
Contributing factors include: new teachers to the profession and new teachers to the grade level, new ESE support facilitation teachers, need to identify specific gaps in learning and remediate appropriately.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd grade ELA proficiency declined 6 percentage points in 2019. In 2018, 85% of our 3rd graders demonstrated proficiency. in 2019, 79% of our 3rd graders demonstrated proficiency.
Contributing factors include: new ESE support facilitation teacher, and the need to sync up common understanding of standards, the level of rigor, and what mastery of ELA standards look like through student work

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of Palencia Elementary's data components are above state averages. However both 5th grade ELA and 5th grade Math proficiency demonstrate the narrowest margin between state averages. 5th grade ELA is 15% above the state average and 5th grade Math is 14% above state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is 5th grade Science proficiency, increasing by 20% from 55% in 2018 to 75% in 2019.
4th grade ELA proficiency also increased by a substantial amount -14%. (75% in 2018 to 89% in 2019)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance below 90% across grade levels as well as Level 1 on statewide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning Gains for the lowest 25% in Math
2. Percentage of proficiency in 3rd grade ELA
3. Emphasis on targeted reading instruction K-2nd grade and closing reading gaps
4. Learning Gains in ELA and Math for SWD in the lowest 25%
5. Learning Gains in ELA and Math for FRL in the lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	These are our neediest students. This area of focus is also in line with our superintendent's district goals.
Measurable Outcome:	FSA ELA lowest quartile's learning gains will increase from 67% from the 2018-2019 school year to 71% for the 2020-2021 school year.
Person responsible for monitoring outcome:	Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)
Evidence-based Strategy:	Through the PLC process, grade level teams will identify and remediate the lowest 30% specific areas of deficiency.
Rationale for Evidence-based Strategy:	Weekly, PLC teams meet for 60 minutes to solidify core instruction, develop common assessments, review data, and form remediation groups.

Action Steps to Implement

1. Identify essential standards
2. Identify specific pre-requisite skills needed for essential standard acquistion
3. Remediate deficiencies (outside of core instruction time)
4. Teams and RtI core team monitor progress monitoring data and report card grades
5. ESE teachers are included in all aforementioned steps

Person Responsible   Audrey Holtz (audrey.holtz@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	These are our neediest students. This area of focus is also in line with our superintendent's district goals.
Measurable Outcome:	FSA Math lowest quartile's learning gains will increase from 59% in the 2018-2019 school year to 64% for the 2020-2021 school year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Throughout the PLC process, grade level teams will identify and remediate the lowest 30% specific areas of deficiency.
Rationale for Evidence-based Strategy:	Weekly, PLC teams meet for 60 minutes to solidify core instruction, develop common assessments, review data, and form remediation groups. Our core RtI team meets weekly and routinely monitors growth of school's lowest 25%.

Action Steps to Implement

1. Identify essential standards
2. Identify specific pre-requisite skills needed for essential standard acquisition
3. Remediate deficiencies (outside of core instruction time)
4. Teams and RtI core team monitor progress monitoring data and report card grades
5. ESE teachers are included in all aforementioned steps.

Person Responsible   Audrey Holtz (audrey.holtz@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.
Measurable Outcome:	
Person responsible for monitoring outcome:	Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)
Evidence-based Strategy:	Led by our school counselor, Tiffany Ellis, teachers and staff recognize students demonstrating positive behaviors.
Rationale for Evidence-based Strategy:	Reinforcement and recognition of behaviors yields pride, self acknowledgement of one's actions, and likely repetition of behaviors demonstrating exemplary character traits.

Action Steps to Implement

1. Ensure staff are trained in school-wide behavior plan
2. Schedule news show apperances and recognition ceremonies
3. Implementing Conscious Discipline in kindergarten, with the plan to expand vertically throughout grade levels.
4. Reward students - stating specific behaviors and why these behaviors are desirable.
5. Commend students for demonstrating exemplary character traits through the school newsletter, The Pirate Post to the school community.

Person Responsible   Audrey Holtz (audrey.holtz@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Palencia, there are multiple approaches we use to maintain a positive school culture and continue to strengthen our bonds with our students, staff, and community. Within the school itself, each grade level team has weekly PLC meetings that are focused on determining specific learning goals for each standard, planning common assessments, and determining a grade wide plan for how to remediate those who did not obtain the skill and extend the learning for those who did. Through our Wednesday planning time, we are meet with our Vertical Planning team so all subjects can be studied for their learning progressions with representatives from each grade level. Once a year, our vertical planning teams reach out to the grade levels directly affecting or affected by our teaching: VPK and sixth grade. Our 5th grade and kindergarten teachers spend time meeting with these other schools to discuss the specific needs and strengthen our relationship with our direct school communities.

Continuing from within the school and during the school day, our school has a number of approaches to maintain the positive school culture between staff and students. We utilize pirate coins focusing on the Character Counts pillars that students earn by exhibiting that behavior. Our guidance counselor provides lessons for both lower and upper elementary focusing on each month's pillars for the classroom teachers to use and continue to instill the principles in our students. One area that is a new focus this year is the study of Conscious Discipline. Currently, when surveyed 53% of our teachers have a safe place in their classroom. However, 4 of our teachers have gone through the actual Conscious Discipline training and are utilizing these principles with fidelity in their classroom. Our goal for this school year is to increase the amount of teachers utilizing a safe space with purpose and to increase the amount of teachers who receive Conscious Discipline training to help better meet the needs of our students social and emotional learning.

Outside of the classroom, Palencia continues to have community outreach with various activities throughout the year. The following are a list of events that facilitate a positive culture and environment:
- Outdoor PTO meetings
- PTO Pirate 5K and Fun Run
- Palencia Giving Tree
- Clothing Closet
- Grandparent's Day
- PTO Fore the Kids! Golf Tournament
- Dress Like a Pirate Day
- Goodwill Bag It Up
- School Resource Office safety chats
- Volunteer Appreciation
- Business Partner Appreciation Event
- Teacher and staff appreciation treats each Friday
- Kindness Week

Parent Family and Engagement Plan (PFEP) Link

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