

St. Johns County School District

# Palencia Elementary School



2021-22 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: 1/5/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	15%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (74%) 2017-18: A (66%) 2016-17: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

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

## School Board Approval

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

## 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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# Palencia Elementary School

355 PALENCIA VILLAGE DR, St. Augustine, FL 32095

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>13%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>21%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

## School Board Approval

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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. 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	Position Title	Job Duties and Responsibilities
Goodrich, Catherine	Principal	<p>Principal: At Palencia Elementary, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities, as well as participating on the Rtl team. The principal ensures that all staff comply with the district-wide school site standards.</p> <p>Assistant Principal: The assistant principal at Palencia Elementary also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, communicates with parents regarding school-based Rtl plans and activities, and also participates on the Rtl team.</p> <p>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.</p> <p>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.</p>
Cooper, Theresa	Assistant Principal	
Kerekes, Cheryl	Teacher, K-12	
Hackney, Sharon	Teacher, K-12	
Clark, Michael D	Teacher, K-12	
Bultema, Jacob	Teacher, K-12	
Kirby, Kim	Teacher, ESE	
Case, Jennifer	Teacher, K-12	



Name	Position Title	Job Duties and Responsibilities
Ackerman, John	Teacher, K-12	
Ledford, Jennifer	Paraprofessional	
Oester, Allison	Teacher, K-12	
Jackson, Jenny	Teacher, K-12	
Simanoff, Michon	Teacher, K-12	
Andreoni, Alison	Teacher, K-12	
Downs, Courtney	Teacher, K-12	
Klauk, Shanna	Teacher, K-12	
Maillo, Lauren	Teacher, K-12	
Suderman, Stacey	Teacher, K-12	
Gardner, Deborah	Teacher, K-12	
Angus, Kristine	Teacher, K-12	
Smith, Nicholas	Teacher, K-12	

**Demographic Information**

**Principal start date**

Friday 1/5/2018, 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.*

5

**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.*

7

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

844

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	136	110	167	142	145	0	0	0	0	0	0	0	811
Attendance below 90 percent	7	4	5	2	6	11	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	4	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	3	2	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	2	6	12	0	0	0	0	0	0	0	0	0	20

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	2	4	2	2	0	0	0	0	0	0	0	0	10

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	1	10	6	3	6	2	0	0	0	0	0	0	0	28
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

Wednesday 8/25/2021

**2020-21 - 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	0	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide Math assessment	0	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	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	0	0	0	0	0	0	0	0	0	0

**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	0	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	0

**2020-21 - 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	0	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide Math assessment	0	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	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	0	0	0	0	0	0	0	0	0	0

**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	0	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	0

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	75%	57%	77%	72%	56%
ELA Learning Gains				77%	67%	58%	66%	59%	55%
ELA Lowest 25th Percentile				67%	59%	53%	56%	50%	48%
Math Achievement				83%	77%	63%	78%	77%	62%
Math Learning Gains				78%	69%	62%	71%	67%	59%
Math Lowest 25th Percentile				59%	59%	51%	62%	58%	47%
Science Achievement				75%	72%	53%	55%	68%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	79%	78%	1%	58%	21%
Cohort Comparison						
04	2021					
	2019	89%	77%	12%	58%	31%
Cohort Comparison		-79%				
05	2021					
	2019	79%	76%	3%	56%	23%
Cohort Comparison		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	82%	1%	62%	21%
Cohort Comparison						
04	2021					
	2019	87%	82%	5%	64%	23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-83%				
05	2021					
	2019	83%	80%	3%	60%	23%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	76%	73%	3%	53%	23%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready data.

Fall = percent of students Early on Grade Level or above.

Winter = percent of students Mid On Grade Level or above.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	49	
	Economically Disadvantaged			
	Students With Disabilities	23	27	
Mathematics	English Language Learners			
	All Students	27	37	
	Economically Disadvantaged			
	Students With Disabilities	18	27	
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	56	
	Economically Disadvantaged			
	Students With Disabilities	27	27	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	33	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	18	23	
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	57	
	Economically Disadvantaged			
	Students With Disabilities	33	27	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	29	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	23	20	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	52	
	Economically Disadvantaged			
	Students With Disabilities	33	14	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	44	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	24	19	
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	31	
	Economically Disadvantaged			
	Students With Disabilities	20	5	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	29	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	20	9	
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
Science	Students With Disabilities			
	English Language Learners			

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	53	31	25	52	38	26	33				
ELL	60			80							
ASN	95			95							
BLK	65			71							
HSP	71	50		76	30		42				
MUL	83			83							
WHT	81	59	45	83	59	40	70				
FRL	63	45		63	35		43				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	7



<b>ESSA Federal Index</b>	
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	68
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Math has historically been our lowest performing area for our lowest 25%. Unfortunately, this trend has not changed.  
 2017 - 64% made learning gains  
 2018 - 62% made learning gains  
 2019 - 59% made learning gains  
 2021 - 36% made learning gains  
 Contributing factors include: new teachers to the profession and new teachers to the grade level, and students in different learning environments due to COVID-19. We need to work to identify specific gaps in learning and remediate appropriately.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The data component showing the greatest need for improvement is our lowest 25% in ELA.  
 2018 - 56% made learning gains  
 2019 - 77% made learning gains  
 2021 - 35% made learning gains

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors include: new teachers to the profession and new teachers to the grade level, and students in different learning environments due to COVID-19. We need to work to identify specific gaps in learning and remediate appropriately.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The data component with the most improvement was our English Language Learners. In the ELA Achievement category they went from a 45% in 2019 to a 60% in 2021, a 15 point gain. In the Math Achievement category they went from a 64% in 2019 to a 80% in 2021, a 16 point gain. This allowed the ELL category to move from a "B" to an "A."

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors to this improvement are students being placed with an ESOL certified teacher. Additionally, classroom teachers seek and take advantage of outside resources to better their instructions. Furthermore, teachers focus on building relationships with ELL students because students are more adapt to learning when they feel welcomed and cared about.

**What strategies will need to be implemented in order to accelerate learning?**

By using the PLC process, grade level teams will identify the lowest 30% and remediate their specific areas of deficiency. Additionally, grade level 3-5 teams will use District provided Common Focus Questions to identify students with specific standard/skills deficiencies allowing for more timely remediation.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be provided Professional Development during working hours on multiple occasions throughout the school year. Teachers will also have access to additional training during the summer months. As always, teachers have access throughout the year to District provided Professional Development.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

An additional service that is being implemented to ensure sustainability of improvement is the Intensive Reading Initiative. This is an after school small group program directed towards the lowest percentage of students who are struggling with basic reading skills based on grade level. It has two components one is 52 Hours of small group reading intervention and the other is 52 hours of a reading lab containing 15 students.

## 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 35% from the 2020-2021 school year to 50% for the 2021-2022 school year.

**Monitoring:**

**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 acquisition
3. Remediate deficiencies (outside of core instruction time)
4. Teams and Rtl core team monitor progress monitoring data and report card grades
5. ESE teachers are included in all aforementioned steps

**Person Responsible** Theresa Cooper (theresa.cooper@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 36% in the 2020-2021 school year to 60% for the 2021-2022 school year.

**Monitoring:**

**Person responsible for monitoring outcome:** Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)

**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 Rtl 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 Rtl core team monitor progress monitoring data and report card grades
5. ESE teachers are included in all aforementioned steps.

**Person Responsible** Theresa Cooper (theresa.cooper@stjohns.k12.fl.us)

### #3. Culture & Environment specifically relating to

**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:**

**Monitoring:**

**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 appearances 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** Theresa Cooper (theresa.cooper@stjohns.k12.fl.us)

#### #4. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus Description and Rationale:** These are students identified as needing our most support. This area of focus is also in line with our superintendent's district goals.

**Measurable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:** Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)

**Evidence-based Strategy:** Throughout the MTSS process school level teams will identify areas of deficiency and proper methods of support to students in this category.

**Rationale for Evidence-based Strategy:** Weekly, grade level 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 identified students.

#### 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** Theresa Cooper (theresa.cooper@stjohns.k12.fl.us)

#### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

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 able 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. Teachers have goals this year to improve their teaching through use of questions to help students elaborate on content and communicating high expectations for each student to close the achievement gap. Teachers intend to use various techniques to ensure each student has the opportunity to work and interact with other students as well as answer/ask questions of the teacher. Additionally, teachers will work with students to avoid negative thinking and thoughts. Success in this goal will be measured by having students treat each other with respect, having students respond to difficult questions, having students actively participate in classroom activities and discussions.

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 of focus is the study of Conscious Discipline. During the last school year a portion of our staff attended 6 Conscious Discipline training sessions allowing them to utilize these principles with fidelity in their classroom. We continue to strive to have more teachers receive Conscious Discipline training to help better meet the needs of our students social and emotional learning. This year we have developed a behavior plan to meet student needs during lunch. The program allows them and their peers to see how each class is performing at lunch through a visual display. Weekly, the upper grade class and a lower grade class with the best behavior during the previous week are able to see tangible results by having the privilege of displaying a "trophy" in their classroom.

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 Officer safety chats
- Volunteer Appreciation
- Business Partner Appreciation Event
- Teacher and staff appreciation treats each Friday
- Kindness Week

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Parent Family and Engagement Plan (PFEP) Link

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