Palencia Elementary School

2022-23 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

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2021-22 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	2021-22: A (68%) 2018-19: A (74%) 2017-18: A (66%)
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 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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	15%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position 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.
Cooper, Theresa	Assistant Principal	
Clark, Michael D	Teacher, K-12	
Morphew, Kristen	Teacher, K-12	
Kirby, Kim	Teacher, ESE	
Simanoff, Michon	Teacher, K-12	
Klauk, Shanna	Teacher, K-12	
Banks, Jessica	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Huster, Sally	Teacher, K-12	
Jackson, Jenny	Teacher, K-12	
Andreoni, Alison	Teacher, K-12	
Downs, Courtney	Teacher, K-12	
Ledford, Jennifer	Teacher, K-12	
Hogan, Emily	Teacher, K-12	
Suderman, Stacey	Teacher, K-12	
Flowers, Heather	Instructional Media	
Hernandez, Arlene	Teacher, ESE	
Gardner, Deborah	Teacher, K-12	
Misch, Laurie	Instructional Coach	

Demographic Information

Principal start date

Friday 1/5/2018, Catherine Goodrich

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

783

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	134	118	142	123	177	148	0	0	0	0	0	0	0	842
Attendance below 90 percent	13	4	7	12	13	14	0	0	0	0	0	0	0	63
One or more suspensions	0	1	0	3	2	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	3	1	2	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 2022 statewide FSA ELA assessment	0	0	0	1	5	11	0	0	0	0	0	0	0	17
Level 1 on 2022 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	5	12	13	0	0	0	0	0	0	0	0	0	30

Using the table above, complete the table below with the number of students by current grade level who have 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	1	8	4	4	0	0	0	0	0	0	0	0	17

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	2	1	0	0	0	0	0	0	0	0	13
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 7/18/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	82%	74%	56%				81%	75%	57%
ELA Learning Gains	69%						77%	67%	58%
ELA Lowest 25th Percentile	60%						67%	59%	53%
Math Achievement	81%	50%	50%				83%	77%	63%
Math Learning Gains	62%						78%	69%	62%
Math Lowest 25th Percentile	49%						59%	59%	51%
Science Achievement	73%	77%	59%				75%	72%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	78%	1%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	89%	77%	12%	58%	31%
Cohort Comparison		-79%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	79%	76%	3%	56%	23%
Cohort Comparison		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	83%	82%	1%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	87%	82%	5%	64%	23%
Cohort Comparison		-83%				
05	2022					
	2019	83%	80%	3%	60%	23%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	73%	3%	53%	23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	54	63	53	54	48	35	28				
ASN	74	45		90	75						
BLK	77	67		62	25						
HSP	85	79		79	61		65				
MUL	100			79							
WHT	81	69	59	81	63	52	75				
FRL	72	63	71	59	56	44	54				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
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	476
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	71
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	58
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	74
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	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	69
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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
2022 - 49% 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.

With regards to the learning gains for our lowest 25% in ELA, they improved this year to a level commensurate with levels prior to COVID-19.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component showing the greatest need for improvement is our lowest 25% in Math.

2019 - 59% made learning gains
2021 - 36% made learning gains
2022 - 49% 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. The purposeful implementation of the BEST Standards and the use of the District adopted curricular resources. One new action is focusing Professional Development on teachers fully understanding BEST Standards and district adopted curricular resources. Additionally, grade level math teams will have vertical discussions and agreements on which standards are essential, for example; fact fluency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component with the most improvement was our lowest 25% in ELA. In the ELA LG Low 25 category they went form a 35% in 2021 to a 60% in 2022, a 25 point gain.

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

This subgroup of students was identified and provided timely and consistent intervention by way of grade level support as well as an after school targeted Intensive Reading Initiative.

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.

Our school has added an additional ESE Teacher to directly support ESE students. Additionally, we have crafted our school's master schedule and individual classroom schedule to allow for the support facilitation model to occur at optimal times.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Weekly, PLC teams meet for 60 minutes to solidify core instruction, develop common assessments, review data, and form enrichment groups. Our core RTI team meets weekly and routinely monitors growth of school's lowest 25%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	FSA Math lowest quartile's learning gains will increase from 49% in the 2021-2022 school year to 60% for the 2022-2023 school year
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each grade level team will review and monitor data from classroom summatives and Common Summative Assessments provided by the school district.
Person responsible for monitoring outcome:	Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Throughout the PLC process, grade level teams will identify and remediate the lowest 30% specific areas of deficiency.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Improving teacher collective efficacy through a PLC driven process has a greater affect size than other strategies and has shown to yield student growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

No description entered

Person Responsible	[no one identified]

#2. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Palencia Elementary School has implemented the Professional Learning Community (PLC) way of work in place for several years. A core group of teachers and administrators attended Solution Tree's 3-Day PLC Institute over the summer. One take away from this conference was that in order to be more effective as a learning community we would need to create a Guiding Coalition. Grade level PLC meetings are an established practice have been taking place and there is evidence of increased achievement and growth. However, our school's current PLC model can be enhanced in order to address students new to the school/state and students experiencing learning gaps due to unique Covid circumstances impacting their education.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Guiding Coalition will meet at least 8 times this year to ensure our school wide focus is aligned to specific student performance data with the goal of achieving Implementing or Developing in all four indicators of a highly successful PLC. (Learning By Doing) pages 47-50.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Guiding Coalition will spend time on a regular basis throughout the school year, reviewing the achievement level for each indicator.
Person responsible for monitoring outcome:	Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The Guiding Coalition will use self-reflection and data analysis to determine if implemented actions have resulted in desired outcomes.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	This strategy will increase ownership within the PLC, additionally by having it implemented by the Guiding Coalition it will reduce the amount of time required for staff buy in. The resources provided by "Learning by Doing, A Handbook for Professional Learning Communities at Work" indicate how the Guiding Coalition will implement self assessment, data analysis and reflection.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Guiding Coalition will take their initial assessment to determine the current reality of our school's implementation of each indicator. Then they will determine indicator(s) that need focus and attention. The Coalition will then create and action plan to achieve Implementing or Developing in the desired indicator(s).

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

#3. Positive Culture and Environment specifically relating to Student Character Development and Lifelong Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	
Person responsible for monitoring outcome:	Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Led by our school counselor, Carly Gordon, teachers and staff recognize students demonstrating positive behaviors.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure staff are trained in school-wide behavior plan which will include the use of "Pirate Coins."
2. Month long promotion(s) to instill kindness in students, using rewards for desired behaviors. (Including random acts of kindness throughout the school and community, with suggested activities and stories to reinforce desired types of behavior.)
3. Grade levels are implementing age appropriate programs to teach students to self regulate which will enhance learning. (One grade level is implementing calming techniques with the goal to implement school wide in the future.)
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   Carly Gordon (carly.gordon@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	These are students identified as needing our most support. This area of focus is also in line with our superintendent's district goals. We will be focusing on Math performance for students with disabilities.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	SWD will increase Math Learning Gains from 48% from the 2021-2022 school year to 60% for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will be utilizing common formative and summative assessments to measure student achievement and growth throughout the school year. Ultimately this area will be monitored through FAST PM3.
Person responsible for monitoring outcome:	Catherine Goodrich (catherine.goodrich@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The progress of SWD will be monitored through the school's Guiding Coalition as well as grade level PLC team meetings. In addition, the principal and assistant principal review individual student grades at the interim and 9 week periods.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. The time invested in working with teachers from grade levels other than their own allows teachers to expand their knowledge and abilities through incorporation of skills mastered by colleagues from other grade levels. This time also builds camaraderie and supports Palencia Elementary' s vision of 100 percent of the staff focused on 100 percent of the students 100 percent of the time. 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 evidenced based SEL programs that empower mindfulness and allow students to be self aware of their actions. Another area our school is implementing this year is a "calm classroom" program in our fourth grade classrooms. If found to be beneficial the school will look to implement this program into other grade levels.

As an additional moral booster a "coloring wall" has been placed in the building for staff members to utilize. Additionally, a faculty pumpkin decorating contest will take place with teachers creating a pumpkin based on a children's book. Pumpkins will then be displayed for students to view. The school district has a SEL teacher as another resource that some teachers have utilized to teach or provide lessons addressing student SEL.

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:

- 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
- Blessings in a Backpack
- K-Kids
- Kindness Month
- Winter Holiday/End of Year off site faculty gathering

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

PTO provides: - monthly staff treats
- monetary donations to classrooms
- Family Bingo Night
- Student fundraising incentives (i.e. pizza parties)
- Family Movie Night
Business Partners provide: - student enrichment
District Office Staff provide: - specialized support as needed