Oscar Patterson Elementary Magnet

2015-16 School Improvement Plan

Oscar Patterson Elementary Magnet

1025 REDWOOD AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	63%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	F	D

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Patterson family commits to providing a positive school culture where students can become confident, successful, lifelong learners.

Provide the school's vision statement

School Environment

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

The school staff engages in data collections administering learning styles inventories and multiple intelligence surveys. In addition, the students complete district and classroom assessments that allows for studentTeachers and staff members meet parents several times early in the child's school year to ensure the lines of communication is open, safe and free flowing. The teachers and staff are conducting multiple parent conferences, phone calls, and other lines of communication to inform the parents of school activities. Additional reports such as class dojo (tracks daily behaviors in the classroom) are sent home on a weekly basis, in addition parents can install the application and track at the instant their child's behavior. The teachers keep updated grades and attendance in FOCUS (schools data collection warehouse).

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

The five school wide expectations, the "Beatitudes",that we at Patterson Elementary believe are a part of our daily vocabulary. Be Respectful, Be Responsible, Be Safe, Be Successful, and Be Proud. In each of our classrooms, as well as other areas of the campus; signs are posted with those 5 school wide expectations, with the specific details for each expectations. In addition, staff is assigned to areas in the morning to welcome students to school on the sidewalk and in predetermined area of the campus. After school the teachers will walk their students to each of the school buses, drop the students with another adult, to have them cross the street safely to begin walking home, finally the teachers place the students in their personal cars if they are car riders, thus allowing for one more opportunity for a parent teacher communication.

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

We are a PBS school that uses positive choices in the classroom. Our teachers are trained in using many alternate strategies for working with students that are disrupting the classroom environment. Class Dojo is a program that rewards students for making positive choices and need improvement. Students that are continuing to have difficulty with established protocols are specifically identified and a positive behavior plan is developed and strategies are implemented for change. Additional levels of the MTSS process will be initiated if additional support is needed based on individual need. During the process the staff members have appropriate training based on the individual needs of the class as a whole and also the specific needs of students if necessary.

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

Through our MTSS process students with specific behavioral concerns are identified, and several different plans are developed for the specific child. Small group social skill lessons will be taught to specific students. An FBA or a BIP can and will be developed for individual students. A school staff member can be assigned for Check In / Check Out on a daily basis to track the students behavior on a daily basis. Daily point sheets are used to show the parents the students behaviors during specific time periods. All documentation of student misbehavior is documented in the FOCUS system as well as the RTI-b data base program.

Students will particular social - emotional needs will also receive counseling with an ESE Counselor in accordance with their specific IEP. This person serves the school as an as needed, required basis by the students IEP.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
DEA Results, based on Grade, class, strand

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	14	21	13	12	13	73
One or more suspensions	7	7	17	11	12	54
Course failure in ELA or Math	2	3	11	4	16	36
Level 1 on statewide assessment	0	0	22	18	14	54
	0	0	0	0	0	
	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	19	21	25	20	22	107

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

The MTSS program is monitored by several staff members. The student are monitored, academically progress monitored, and reported on monthly in the presence of Administration, School Guidance Counselor, District Level MTSS staff specialist, school psychologist, behavior training specialist, if possible SLP, as well as the classroom teachers. All the stakeholders are looking at, and making data driven decisions in working with and identifying students at need, or at risk.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/64463.

Description

A PIP has been uploaded for this school or district - see the link above.

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

As a Title 1 school we have a parent liaison that is the bridge between the community and the school environment. The parent liaison in conjunction with administration and other school staff reach out to different businesses. The purpose of the calls can be for specific assistance for families and or an organization that provides a service that would benefit our parents to host a workshop for the parents of the school community. The communication that we receive for parents in attendance is given to those organizations to keep them informed on the progress of what ever they helped with. We reach out to local faith based organizations for two specifc programs to benefit our students. Family of God Church helps support our "blessings in a backpack program" in addition Hiland Park Baptist sponsors the "Shoes for Souls" program which allows many of our students receive new shoes for the school year. We have had numerous other faith based and private donations of either school supplies, or monetary donations for our incentive program for FCAT and bringing up grades. Every donation is given a proper thank you as well as updates in relation to ensure each partner feels that they are apart of our process. The parent liaison attends community events and networks the events to gain additional support for our school. Patterson elementary also has an oversight committee where events are reported to community members about the status and programs offered at the school to promote a successful environment.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Rivers, Darnita	Principal
Sullivan, Alicia	Guidance Counselor
Willard, Emily	Teacher, K-12
Besenyi, Lyndsey	Instructional Media
Horton, Molly	Instructional Coach
Phillips, Ken	Assistant Principal

Duties

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

Mrs. Darnita Rivers -Principal and Mr. Ken Phillips -Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS through regular meeting.
Classroom Teachers: Provide information about core instruction, participate in student data collection, and deliver Tier 1 instruction/intervention
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.
TBA and Molly Horton- Instructional Coach/ Literacy/Writing/Math:
Assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Lora McCalister-Cruel guidance to K-5; lead and evaluate school core content standards, assist with curriculum; assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development.
TBA - Provides guidance to K-5 grades in implementation of the reading plan (CCRP);lead and evaluate school core (SRA) program; identify and analyze existing literature on scientifically based curriculum; assist with whole school screening programs that provide diagnostic information for teachers; assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development to include the Reading Framework; and provides support for instructional personnel.
Alicia Sullivan - Guidance Counselor: As the MTSS leader he facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring, supports the implementation of MTSS
Karetta Monette - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; and serves as a key member of the MTSS review team.
Kathy Graydon-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to

language skills.

NIcole Baker– MTSS Specialist – Assist in collecting data, training teachers on DIBELS next and progress monitor for fidelity an implementation of interventions.

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

The MTSS team will evaluate additional staff professional development needs regularly scheduled MTSS Leadership Team meetings and from data gathered during informal and formal observations. Principal will meet with MTSS team to review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level. In addition, she will meet to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks.

Title I, Part A

Title I Part A funds provide much needed services and resources to our school.

School level funds provide staff development opportunities, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.

Title I, Part C- Migrant

Title I Migrant provides services to eligible students and families through contacts, resources and agency/service referrals.

Title I, Part D

This program provides supports to students in residential facilities. Supports are in the form of additional teachers and materials. The district provided extra school supplies for homeless and at risk students during last year's school term. Extra tutorial hours are provided through Supplementary Educational Services (SES). Title I, Part D provides services to eligible neglected and delinquent students returning to Patterson School.

Title II

Title II has partnered with Title I to provide mentoring staff, professional development and resources for teachers.

Funds provide professional development and mentor teachers to support high quality teachers.

Title III

ESOL Programs

This grant provides supplemental services and materials for Limited English Proficiency (LEP) students.

Funds are provided by the district to provide ELL students with high quality instruction. Funds also provide professional development for teachers.

Supplemental Academic Instruction (SAI)

District provides funds for academic support to low performing students.

SAI funds are provided to our students who have been unsuccessful. The SAI funds provide the Summer Camp for students performing at a level 1 on the FCAT. Tutorial services are also provided.

Violence Prevention Programs

The Bay County Sheriff's Department and Panama City Police Department participated in providing spring fairs for student engagement. The Panama City police department has partnered with the school to provide training to fifth graders on violence prevention, drug prevention and internet abuse. The Parent Center provides training for parents on the dangers of not monitoring students while using the internet.

Nutrition Programs

The University of Florida Extension Office provides nutrition information to students and teachers. The university staff members are available to teach lessons. The school reinforces those efforts with

students through student planners and ITV.

All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

Housing Programs

Head Start

The District Coordinator (along with the school principal) make frequent contact with Pre-K teachers to ensure routines and procedures are established to prepare Pre-K students for kindergarten at the present location or at any school where they may be in attendance.

Bay District schools coordinate with Headstart Programs to ensure students transition as smoothly as possible into the public school setting.

The school also communicates with the Head Start program and other preschool programs to provide information to parents on resources, enrollment and other necessary school information.

Career and Technical Education

Other

Patterson school also partners with other community sources to provide services to families and students. These sources include the Bay County Health Department, Fire department, Banks, Ambulatory services, restaurants, local churches, and other faith-based organizations.

ASAP Program - The after school assistance program (ASAP) is a City of Panama City Community Development Program and one of Florida's 21st Century Learning Centers that is designed to help children who live in low income housing and / or those who are at risk and to provide them a safe environment to get assistance with their homework.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Valerie Davis	Parent
Richard Forman	Business/Community
Andre Goss	Business/Community
Latasha Richardson	Education Support Employee
Darnita Rivers	Principal
Richard Johnson	Business/Community

Duties

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

Evaluation of last year's school improvement plan

During the initial SAC meetings specific student data was presented regarding last years Discovery Education, Early Warning System data with discipline and attendance. Trends and additional insight was arisen from that meeting to be included in the school improvement plan. The 2015-2016 SMART Goal was shared and how it relates to prior goals and how it will be attained, measured, and calculated. Finally the school's "Look For's" were presented as a road map guide to when administration, members of the district or state walk the campus as a guide to ensure we are meeting the SIP and enhancing student performance.

Development of this school improvement plan

The SAc committee met along with Leadership team during the first week of school to review the School Improvement Plan, the brainstorming that led to the plan, and give their input from community and family members about what they felt needed to be addressed in the SIP plan.

Preparation of the school's annual budget and plan

This upcoming years school budget will be shared with the members of the SAC as a understanding for them of the money that we receive from the district to operate the day to day operations of the school. Additional feedback and reflection will be used for future planning.

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

Provided funds allotted for School Improvement funding are granted, the SAC committee will give input into purpose for the funds and the parameters for use. They will be a part of the process to distribute those funds to the project in greatest need or affect the greatest number of students.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rivers, Darnita	Principal
Skelton, Rutha	Teacher, ESE
Besenyi, Lyndsey	Instructional Media
Sullivan, Alicia	Guidance Counselor
Willard, Emily	Teacher, K-12
Phillips, Ken	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT will be to provide support in the CCRP and elementary reading frameworks. The team meets monthly with a grade level representative and principal to analyze data from NWEA (MAPPS) The team will also discuss initiates and other school wide reading programs, enhancing the grade level PLC process, and unpacking and examining upcoming assessments. Based on the data and professional need additional professional development will be provided to enhance the reading framework.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

PLC's at every grade level
Common planning and lunch

Norms, standards,smart goals for each
Weekly Monday Memo highlighting upcoming events and prior events
Pure OPES school wide Google Calendar

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

Regular meetings of new / current teachers with Principal (Principal)
Partnering new teachers with veteran staff (Principal)
Participation by new teachers in New Teacher Induction Program (District)
Through the interview process, recruited highly qualified teachers during the summer months from a variety of states, with different knowledge bases.

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

School Based Writing training based on the district writing initiative.
School Based Professional Development using Mathematics framework.
School based professional development in literacy components, literacy framework, and rigor/ relevance (DOK).
School Based Meetings to collaborate with all stakeholders to ensure effective intervention through MTSS process is being carried out at school. The teacher models positive communication and provides prescriptive assistance for each individual student. The teacher will attend parent conferences, conferences off campus, guidance makes calls to outside service providers needed by students and staff.
School based professional development to assist teachers in the area of science at all grade levels.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The teachers over this past summer participated in a district led in-service on PLCs, which included unpacking the Florida Standards, identifying essential standards, and content complexity. Additional training on common assessments and data analysis were provided by staff by Title I Resource teacher. The use of common assessments and the PLC process will be implemented this year to ensure that all students are being instructed and assessed similarly on the standards for teacher reflection and in order to drive instruction.

Instructional Strategies

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

Through the school's MTSS process students are discussed monthly with fellow teachers, administration, instructional specialists, and the guidance counselor, where the students academic needs are being met. During those meetings MAPPS data will be examined (3 times a year administered), SRA weekly assessments, academic probes for at risk students, Successmaker 8 completed in class daily, as well as daily small group differentiated instruction in reading and math.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

With the support of Bay District School, Oscar Patterson Elementary was granted funding for an additional half hour of reading instruction for all students K-5. The use of SRA Signature Series as a core implementation will be utilized for all K-5 classrooms as well as the Full Time ESE classrooms. In addition Corrective Reading will be used for students at risk in grades 3-5.

Strategy Rationale

SRA is an extensive reading program that is differentiated based on the students academic reading level, and it scaffolds the instruction and allows for remediation for materials not mastered.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rivers, Darnita, riverda@bay.k12.fl.us

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

Classroom grades (ongoing every 9 weeks), MAPPS assessment results (3 times a year), SRA assessment results in data notebooks (every 10 - 20 lessons), FSA data (once).

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

EARLY CHILDHOOD TRANSITION PLAN
2015 - 2016
School Name: Oscar Patterson Elementary School offers Pre-K orientation and transition meeting. This year transition team will host a Pre-K workshop for the purpose of assisting parents with early registration.
Early Childhood Transition Team: Alicia Sullivan, Ken Phillips, Jennifer Walters, Latasha Richardson, and Darnita Rivers
Principal: Mrs. Darnita Rivers
Teachers: Shirley Baxley, Rachael Kennedy, Lacie Wilmot, Angela Hood, Kay Duncan,
Resource Teachers: Lora Mac-Cruel, TBA, Molly Horton
Parents: Ms. Latasha Richardson,
Community: Early Education and Care Services
Others: East Avenue Early Childhood Center, Quality Learning Child Care Center, Celebration of Learning Child Care Center, Children's Palace Child Care Center, Massalina Memorial Daycare, Vetter Childcare

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To use ongoing data analysis in all assessed content areas to increase student achievement by 5% in all FSA reported areas.

Strategic Goals Detail

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

G1. To use ongoing data analysis in all assessed content areas to increase student achievement by 5% in all FSA reported areas. `1a`

Targets Supported `1b`

🔑 G071583

Indicator	Annual Target
5Es Score: Academic Press	5.0

Resources Available to Support the Goal `2`

- Instructional coach, reading coach, math coach, MTSS STS, PBIS Coach,Social Worker, Behavior Interventionist, SRA, Go Math, Success Maker 8, and Title I budget
-

Targeted Barriers to Achieving the Goal `3`

- Fidelity of instruction by all instructors

- Lack of student engagement

Plan to Monitor Progress Toward G1. `8`

Common assessment data, MTSS, SRA, Success Maker, Write Score and MAPS data

Person Responsible

Darnita Rivers

Schedule

On 6/3/2016

Evidence of Completion

Item analysis data charts, MTSS spreadsheets, SRA data notebooks, Success Maker reports, MAPS reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 S123456 = Quick Key

G1. To use ongoing data analysis in all assessed content areas to increase student achievement by 5% in all FSA reported areas. `1`

🔍 G071583

G1.B1 Fidelity of instruction by all instructors `2`

🔍 B186579

G1.B1.S1 Provide staff development and coaching in data analysis in PLCs `4`

🔍 S197984

Strategy Rationale

Successful data analysis from common assessments derived in PLCs along with MAPS, SRA, Success Maker, and Write Source data will be collected. Successful implementation of instructional strategies will be evident if the percentage of students showing proficiency increases from nine weeks to nine weeks.

Action Step 1 `5`

Data analysis training, Standards based lesson planning; SRA; Math and Reading Framework

Person Responsible

Darnita Rivers

Schedule

On 6/3/2016

Evidence of Completion

Agendas, Sign in sheets, PLC minutes, Lesson plans

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

Review of lesson plans, PLC minutes, and CWT data

Person Responsible

Darnita Rivers

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, PLC minutes and responses to feedback provided by walk-throughs will be collected

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

A report displaying data from the look-fors collected during CWTs and discussed with Leadership Team

Person Responsible

Ken Phillips

Schedule

On 6/3/2016

Evidence of Completion

CWT Feedback Spreadsheet and Leadership Team Meeting minutes

G1.B2 Lack of student engagement 2

B186580

G1.B2.S1 PBIS 4

S197986

Strategy Rationale

Positive Behavior Intervention and Support

Action Step 1 5

Implementation of PBIS Consistently

Person Responsible

Alicia Sullivan

Schedule

On 6/3/2016

Evidence of Completion

School-Wide expectations, 5 Beatitudes, Classroom infractions forms, PBIS data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Highlight students for positive behaviors with various activities, celebrations, and events

Person Responsible

Alicia Sullivan

Schedule

On 6/3/2016

Evidence of Completion

KAGAN, KAGAN Win Win Discipline, Engaging Students with Poverty in Mind, Framework for Poverty

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monthly PBIS Meetings

Person Responsible

Alicia Sullivan

Schedule

On 6/3/2016

Evidence of Completion

Monthly PBIS Meetings, Google calendar with celebrations, events, etc.

G1.B2.S2 Increase attendance `4`

🔑 S197987

Strategy Rationale

Students who are not in attendance are not engaged

Action Step 1 `5`

Improve attendance for chronic and at-risk

Person Responsible

Ken Phillips

Schedule

On 6/3/2016

Evidence of Completion

Focus attendance reports, MTSS spreadsheets for Tier 2 and Tier 3 attendance, EWS report

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Campaign for Parent Involvement to Increase attendance

Person Responsible

Darnita Rivers

Schedule

On 6/3/2016

Evidence of Completion

Office sign-in sheets, Sign in sheets for parents to classrooms, Compacts, Attendance of parents to Title I workshops

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Data analysis training, Standards based lesson planning; SRA; Math and Reading Framework	Rivers, Darnita	8/19/2015	Agendas, Sign in sheets, PLC minutes, Lesson plans	6/3/2016 one-time
G1.B2.S1.A1	Implementation of PBIS Consistently	Sullivan, Alicia	8/19/2015	School-Wide expectations, 5 Beatitudes, Classroom infractions forms, PBIS data reports	6/3/2016 one-time
G1.B2.S2.A1	Improve attendance for chronic and at-risk	Phillips, Ken	8/19/2015	Focus attendance reports, MTSS spreadsheets for Tier 2 and Tier 3 attendance, EWS report	6/3/2016 one-time
G1.MA1	Common assessment data, MTSS, SRA, Success Maker, Write Score and MAPS data	Rivers, Darnita	8/28/2015	Item analysis data charts, MTSS spreadsheets, SRA data notebooks, Success Maker reports, MAPS reports	6/3/2016 one-time
G1.B1.S1.MA1	A report displaying data from the look-fors collected during CWTs and discussed with Leadership Team	Phillips, Ken	8/19/2015	CWT Feedback Spreadsheet and Leadership Team Meeting minutes	6/3/2016 one-time
G1.B1.S1.MA1	Review of lesson plans, PLC minutes, and CWT data	Rivers, Darnita	8/19/2015	Lesson plans, PLC minutes and responses to feedback provided by walk-throughs will be collected	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Monthly PBIS Meetings	Sullivan, Alicia	8/19/2015	Monthly PBIS Meetings, Google calendar with celebrations, events, etc.	6/3/2016 one-time
G1.B2.S1.MA1	Highlight students for positive behaviors with various activities, celebrations, and events	Sullivan, Alicia	8/19/2015	KAGAN, KAGAN Win Win Discipline, Engaging Students with Poverty in Mind, Framework for Poverty	6/3/2016 one-time
G1.B2.S2.MA1	[no content entered]			one-time	
G1.B2.S2.MA1	Campaign for Parent Involvement to Increase attendance	Rivers, Darnita	8/19/2015	Office sign-in sheets, Sign in sheets for parents to classrooms, Compacts, Attendance of parents to Title I workshops	6/3/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To use ongoing data analysis in all assessed content areas to increase student achievement by 5% in all FSA reported areas.

G1.B1 Fidelity of instruction by all instructors

G1.B1.S1 Provide staff development and coaching in data analysis in PLCs

PD Opportunity 1

Data analysis training, Standards based lesson planning; SRA; Math and Reading Framework

Facilitator

Instructional/ Reading/ Math Coaches

Participants

OPES teachers

Schedule

On 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Data analysis training, Standards based lesson planning; SRA; Math and Reading Framework				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0291 - Oscar Patterson Elem Magnet	Title I Part A		$2,400.00
		Notes: To provide subs for additional PLC and PD.				
2	G1.B2.S1.A1	**Implementation of PBIS Consistently**				**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0291 - Oscar Patterson Elem Magnet	General Fund		$300.00
		Notes: Copying for printed materials for PBIS for each classroom.				
3	G1.B2.S2.A1	**Improve attendance for chronic and at-risk**				**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2290	590-Other Materials and Supplies	0291 - Oscar Patterson Elem Magnet	Other		$300.00
		Notes: Incentives, rewards for attendance initiative.				
					Total:	**$3,000.00**