Patronis Elementary School

2015-16 School Improvement Plan

Patronis Elementary School

7400 PATRONIS DR, Panama City Beach, FL 32408

[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	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	17%

School Grades History

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

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
Not In DA	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

Our mission statement is Patronis Elementary School teachers, administrators, parents, and the community share the responsibility to provide a variety of curriculum, instructional, and assessment opportunities with the high expectation for every student to become a competent self-directed lifelong learner.

Provide the school's vision statement

We believe each student is important; Every student can learn; Some students need more time; All students can become responsible for their learning; Learning takes place in an orderly, caring environment.

School Environment

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

Patronis Elementary School is a family of learners. At the beginning of each school year, faculty and staff members take time to get to know not only the students, but their families as well. This happens through processes such as student interest surveys, team/class building activities, parent questionnaires, parent conferences, opportunities for parent volunteers, PTA events, and engaging class websites. Teachers focus on grade level Social Studies and ELA content standards in order to incorporate lessons on different cultures and backgrounds.

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

Patronis Elementary School strives to create an environment in which all of our students feel safe and respected at all times throughout the school day. Administration and staff collaborate during pre-school planning and throughout the school year to implement and adjust routines and expectations of all stakeholders in order to ensure safety of all students as the overriding goal for all. The presence of administration, faculty, and staff outside on campus every morning (before school) is evident so that student supervision is adequate. Not only does this promote safety, but allows for opportunities to get to know students (by name), their parents and sibling connections, and to greet each student in a positive and encouraging manner. Each student interacts with administration, counselors, and staff every day so that there are many more relationships at school than with just their classroom teacher. Classroom teachers cement that bond each day by creating an atmosphere of acceptance and trust in their classroom "home" environment.

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

Each classroom teacher implements a positive plan for behavior that is taught, re-taught, and practiced every day. Simple, clear expectations are evident in writing in every classroom. Simple behavioral infractions are handled by the teacher in collaboration with the students and their parents. With the goal in mind to minimize disruptions to the learning environment, more serious discipline

issues are recorded in Focus and the student is referred to Administration. Administration works with guidance so that appropriate counseling can be delivered to help students make better choices in behavior in the future, and help with possible referrals to local agencies.

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

Navy base employees mentoring
Navy base contracted counselor
ESE Nurse
Health Dept. Nurse
Health Dept. Nurse Tech
2 school counselors who conduct small group and individual counseling sessions
School Psychologist for evaluations
Backpack Blessings Services through Woodlawn

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

FOCUS D and F report
FOCUS attendance 10 or more days
FOCUS DR reports
FOCUS out of school suspension report
FOCUS FSA, FCAT, and DEA report
School developed FCAT, FSA, SAT10 reports

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
	K	1	2	3	4	5	
Attendance below 90 percent	31	34	30	23	23	12	153
One or more suspensions	3	8	4	2	9	4	30
Course failure in ELA or Math	0	21	12	21	23	16	93
Level 1 on statewide assessment	0	0	0	18	16	20	54

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	14	6	15	20	11	69

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

MTSS (Monthly Team Leadership and Monthly Grade Level Meetings)
SRA

Counseling

Administrator who oversees attendance and tardy issues

Truancy meetings with parents, guidance counselor, and administration

Truancy Court

Alternative In-school suspension

Cross-grade level data chats concerning D/F reports

Summer School for Grade 3 Low Quintile; Summer School for 2nd grade at risk

Low 30% monitoring throughout school year-teacher conferences with admin, DEA/MAP reports (progress monitoring) and classroom assessments

PAWS-Panther Assistance With Standardized Testing-Teacher/Staff mentoring program

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?

No

PIP Link

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

Description

Our school hosts several different events in order to encourage parents and teachers to join our PTO. Our very active PTO is an excellent way for all parents to become involved as it provides a multitude of flexible opportunities to volunteer. Surveys are sent out in order to determine how parents would best like to become involved. Later, the PTO board contacts parents based on their responses to the surveys.

The School Volunteer Program is another way in which parents and other family members are invited to become active and involved members of our school family.

Our Fall Open House and Spaghetti Dinner are also ways we encourage our families to see what is happening in each part of our school---from classrooms, to Special Areas, to our Media Center! Our students are always proud to showcase their work and learning during this special event.

School Orientation K-5 paves the way at the beginning of each school year as students and families are welcomed to our campus. Students meet their new teachers and classmates.

Our School Advisory Council is made up of teachers, administrators, parents, community leaders, and business partners. During our SAC meetings, team leaders, administrators, and guests share current events and other exciting information taking place in the life of our school.

Teachers at our school encourage all of our parents to join and utilize Parent Portal. Information regarding its access, purpose, and use are frequently included in weekly newsletters, emails, and website updates provided by teachers.

Our Media Specialist maintains the Patronis Elementary School website so that families may have access to a wide variety of resources. Links to teacher emails and class websites are readily available. The school Google Calendar is also posted on the homepage with events updated frequently. Helpful links for parents and students are listed as well.

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

Patronis Elementary School embraces our strong military community. Our school is less than one mile from the Naval Surface Warfare Center, our local Navy Base. This base is one of the major research, development, and test development centers nationwide. Many of our parents work at this Navy Base. We are fortunate to have volunteers, from engineers to enlisted men and women, work regularly with/ mentoring our students. In addition, we recognized over 50 students in our school with active duty military parents.

Our PTO sponsors a Walk-A-Thon as our one-time annual school fundraiser. Over $35,000 was raised for the 2014-2015 school year thanks to our families and business partners such as Pineapple Willy's, Boatyard, Fatty Patty's, Frank Wood Plumbing, Carousel Grocery, Just Kidding, Stay at the Beach Rentals, and over 17 other Bronze Level Members.

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
Spivey, Ellie	Principal
Loyed, Brooke	Assistant Principal
Hull, Anna	Teacher, K-12

Duties

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

Marykate Underwood (Guidance Counselor), Tamara Nelson (Intervention Specialist), Julia Harwell (Speech/Lang), Kendall Patrick (Speech/Lang.), Eleanor Spivey (Principal), Brooke Loyed (Assistant Principal), Karen Beck (MTSS Staff Training Specialist), Nancy Boyd (District Resource Teacher), Brandy Wittstruck (School Psychologist)

Administrator : Ellie Spivey

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is

implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and

documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

School Psychologist: Brandy Wittstruck

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical

assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Julia Harwell and Kendall Patrick

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.

Regular Education Teachers:

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

MTSS Resource Teacher: Karen Beck
Support schools with the implementation of MTSS, Regularly share information with administrators/ contact person at each school, Provide professional development to faculty and staff based on area of need, Attend school based Leadership Team meetings as available, Assist with data analysis and development of intervention plans, Periodically review MTSS folders for compliance/review FOCUS report monthly.
Guidance Counselor: Marykate Underwood and Intervention Specialist: Tamara Nelson
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

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

MTSS team will meet monthly. The team may meet more often at beginning of the school year. The team functions to conduct review of Discovery Education assessments, classroom assessments, FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The team ensures MTSS professional development is provided to staff. The team is responsible for school-wide implementation. The team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.
Patronis does not receive Title I funding. Title II, etc. funds district personnel and initiatives that benefit our school. Social workers, OT/PT, ESE Resource teachers, School psychologists, behavior specialists, MTSS personnel, Reading specialists, etc. all help coordinate services at our school. SESIR training and anti-bully training are provided to the school and then to individual classes and groups of students. Patronis participates in the federal nutrition program and also has 48% either on free or reduced breakfast/lunch. High mobility rate lends itself to needing more resources from resources for Homeless.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kara Davis	Parent
Ellie Spivey	Principal
Brooke Loyed	Principal
Cindy Montgomery	Teacher
Kim Dally	Teacher
Anna Hull	Teacher
Alison Rose	Teacher
Beth Dart	Teacher
Noemi Negron	Education Support Employee
Tiffany Dubose	Parent
Trease Kloess	Teacher
Caroline Brantley	Teacher
Katie Adair	Parent
Katie Patronis	Business/Community
Student Council President	Student
Student Council VP	Student
Student Council Treasurer	Student
Student Council Secretary	Student

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

The School Advisory Council met last year to review and provide feedback for our School Improvement Plan.

Development of this school improvement plan

SAC meets quarterly with Leadership Team to go over all current data and testing. SAC provides feedback on and must approve SIP and School Recognition plans before we submit to the state.

Preparation of the school's annual budget and plan

SAC was funded in May of 2014 for the first time in several years. $3,838 was placed in Patronis' SAC fund. With the small amount carried over from several years ago, we now have $4490 to support our School Improvement Plan this year. Tentatively, we will be looking at professional development conferences and trainings. We are excited to finally have some money in this account.

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

No funds came to us until May for the sole purpose of School Improvement. Because our quarterly meetings had already been held, we were unable to budget or spend any of this money.Our school budget was used for any supplemental materials, programs, plans.

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
Hull, Anna	Teacher, K-12
Rose, Alison	Teacher, K-12
Dally, Kim	Teacher, K-12
Brantley, Caroline	Teacher, K-12
Underwood, Marykate	Guidance Counselor
Senn, Carol	Instructional Media
Loyed, Brooke	Assistant Principal
Spivey, Ellie	Principal

Duties

Describe how the LLT promotes literacy within the school

The following are all ways in which the LLT work to promote and support literacy within the school: Countdown to Common Core, Discovery Education training and usage, Data discussions aligned with IPDP, RTI/MTSS data and intervention/remediation, demographic discussions, SM6 training and usage, Teacher Appraisal System and Danielson model focused on reading and writing.
Literacy Team Leaders provide research-based strategies, Common Core resources and support for instruction/assessment, and share ideas/information across grade levels to enhance teaching and learning for all stakeholders.
Literacy Team Leaders attend trainings and seek out online resources which are shared school-wide in an effort to to support literacy at all grade levels.
Literacy Team Leaders utilize all available and released resources from the Florida Standards Assessment website and make sure all teachers are of its contents. SAT-10 resources are utilized as well.

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

Our school encourages positive working relationships by establishing weekly PLC Meetings which are held every Wednesday. Grade levels meet together for time to discuss curriculum, assessments, and data specific to our students and team(s). Administration participates in the weekly grade level meetings to offer feedback, suggestions, and to serve as collaborative members of our teams. In addition, teachers meet both formally and informally by grade level and/or by pods in order to work on special projects, cross-grade level planning, and other student-centered tasks.

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

1. Principal and Assistant Principal will meet regularly with new teachers.
2. New teachers will be partnered with veteran staff and mentors (Prin. and A.P.).
3. New teachers will participate in Bay District's New Teacher Induction Program (Prin. and A.P.).
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives (Prin. and A.P.).
5. Streamlined hiring process where candidates listed and qualifications listed, typically committee interviews using same questions (Admin, teacher, staff)

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

No funding this year for district based or school based mentors where paired with individual teachers; will be paired informally with veteran teachers in grade level for help and assistance; induction program and specific staff development will be offered to beginning teachers; specific placements made-pods, grade levels, teams, etc. in order to facilitate mentoring.

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

Our school uses the core instructional programs adopted by the district. This is ensured through monitoring of lesson plans, classroom walkthroughs, weekly curriculum meetings and data chats, and IPDP's.

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

The school uses adopted curriculum to appropriately and adequately differentiate for students. State standards are followed. MTSS is used to support students having extreme difficulty. ESE program services students with disabilities.

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:

NA

Strategy Rationale

NA

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

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

We no longer have Prek at our school. However, we have added a guidance counselor to handle transition for K-2. Child Find is promoted to parents who have students younger than K. Classes are set up with equal ratio of male to female as much as possible. RTI/MTSS is started as soon as deficiencies in academics or behavior are demonstrated. Parent alerts and phone calls home help with discipline. Paraprofessionals provided in every Kindergarten classroom during reading block. Staggered start also done so that there is a lower student to teacher ratio on the first days of school. Readiness screeners are also conducted by K teachers to see how well PreK programs are working. ESE services provided for Kindergarten students who qualify--also speech and language/OT, PT. Gifted identification begins in Kindergarten.

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

NA

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

NA

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

NA

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

NA

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:
  .

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.   Utilizing Professional Learning Communities (PLC's) and developing Common Assessments in order to increase student achievement.

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. Utilizing Professional Learning Communities (PLC's) and developing Common Assessments in order to increase student achievement. `1a`

🔍 G071613

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	75.0
ELA/Reading Lowest 25% Gains	30.0
FSA English Language Arts - Achievement	75.0
AMO Reading - ED	81.0

Resources Available to Support the Goal `2`

- District Writing Assessment Team
- Six Traits Professional Development training
- Faculty meetings for professional development at Patronis
- Revamped Writing University
- School-based ELA contact
- District-level Writing Coach
- Grade Level PLCs

Targeted Barriers to Achieving the Goal `3`

- Time to implement and evaluate resources/standards for all students per AMO.

Plan to Monitor Progress Toward G1. `8`

ELA proficiency will be monitored throughout the year. DEA, District Writing Assessments, Classroom Assessments, FOCUS grades (report card grades)

Person Responsible
Caroline Brantley

Schedule
Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion
District Writing Assessments, DEA, FCAT

Plan to Monitor Progress Toward G1. `8`

Systemic progress toward increasing student achievement in SES and SWD groups will be analyzed

Person Responsible
Brooke Loyed

Schedule
Quarterly, from 9/19/2014 to 5/29/2015

Evidence of Completion
walk-throughs, DE reports, various other assessments

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. Utilizing Professional Learning Communities (PLC's) and developing Common Assessments in order to increase student achievement. 1

🔑 G071613

G1.B1 Time to implement and evaluate resources/standards for all students per AMO. 2

🔑 B186666

G1.B1.S1 PLCs and Common Assessments 4

🔑 S198081

Strategy Rationale

District initiative and need for PLCs and common assessments.

Action Step 1 5

Experts brought to our faculty to share and teach PLCs, Common Assessments, and new FSA Writing Assessment.

Person Responsible

Brooke Loyed

Schedule

On 6/5/2015

Evidence of Completion

Sign in sheets

Action Step 2 `5`

PLC meeting by grade level weekly to discuss and implement Common Assessment; Faculty meetings for PD only; TDY's for grade levels

Person Responsible

Brooke Loyed

Schedule

Monthly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Grade Level Chairs

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

PD will be scheduled during faculty meetings and during weekly curriculum meetings as needed

Person Responsible

Brooke Loyed

Schedule

On 6/5/2015

Evidence of Completion

Sign in sheets, IPDP

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

PLC Grade Level Meeting Documentation/Common Assessment

Person Responsible

Brooke Loyed

Schedule

Quarterly, from 8/20/2014 to 5/29/2015

Evidence of Completion

PLC Grade Level Meeting Documentation/Common Assessment

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

School Improvement team and grade levels will monitor to see if PD being utilized; Admin will complete walk throughs and check lesson plans, IPDP's, MTSS data, and other data check points.

Person Responsible

Marykate Underwood

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, walk-throughs, various additional data

G1.B1.S2 Analyzing systemic processes to ensure SES and SWD increase achievement. `4`

S198082

Strategy Rationale

Need to implement strategies to increase achievement for students

Action Step 1 `5`

Utilize funding to provide para support in needed areas.

Person Responsible

Brooke Loyed

Schedule

On 5/29/2015

Evidence of Completion

School budget documentation even though not Title I school

Action Step 2 5

Implement MTSS data chats with fidelity.

Person Responsible

Tamara Nelson

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Meeting notes, hand-outs from District MTSS Resource Teacher Karen Beck

Action Step 3 5

Ensure access resources (programs such as SM7/DE/Smart equipment) in optimal classroom setting with location, teacher certifications, etc.

Person Responsible

Ellie Spivey

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans, walk-throughs, progress-monitoring reports (DE, SM7), LG of teachers, Dual certified teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor progress of SES and SWD

Person Responsible

Marykate Underwood

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Data sources relative to SES and SWD student populations collected, DE, MTSS data, SM7 (other tech program reports), grades, classroom assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Admin will complete walk-throughs, use budget to support, and monitor data check points. School Improvement Team will monitor data.

Person Responsible

Brooke Loyed

Schedule

Quarterly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Walk-throughs, DE reports, various additional data

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	Experts brought to our faculty to share and teach PLCs, Common Assessments, and new FSA Writing Assessment.	Loyed, Brooke	8/19/2014	Sign in sheets	6/5/2015 one-time
G1.B1.S2.A1	Utilize funding to provide para support in needed areas.	Loyed, Brooke	10/1/2014	School budget documentation even though not Title I school	5/29/2015 one-time
G1.B1.S1.A2	PLC meeting by grade level weekly to discuss and implement Common Assessment; Faculty meetings for PD only; TDY's for grade levels	Loyed, Brooke	8/20/2014	Grade Level Chairs	5/29/2015 monthly
G1.B1.S2.A2	Implement MTSS data chats with fidelity.	Nelson, Tamara	9/8/2014	Meeting notes, hand-outs from District MTSS Resource Teacher Karen Beck	5/29/2015 monthly
G1.B1.S2.A3	Ensure access resources (programs such as SM7/DE/Smart equipment) in optimal classroom setting with location, teacher certifications, etc.	Spivey, Ellie	9/19/2014	Lesson plans, walk-throughs, progress-monitoring reports (DE, SM7), LG of teachers, Dual certified teachers	5/29/2015 one-time
G1.MA1	ELA proficiency will be monitored throughout the year. DEA, District Writing Assessments, Classroom Assessments, FOCUS grades (report card grades)	Brantley, Caroline	8/19/2014	District Writing Assessments, DEA, FCAT	6/5/2015 quarterly
G1.MA2	Systemic progress toward increasing student achievement in SES and SWD groups will be analyzed	Loyed, Brooke	9/19/2014	walk-throughs, DE reports, various other assessments	5/29/2015 quarterly
G1.B1.S1.MA1	School Improvement team and grade levels will monitor to see if PD being utilized; Admin will complete walk throughs and check lesson plans, IPDP's, MTSS data, and other data check points.	Underwood, Marykate	8/19/2014	Lesson Plans, walk-throughs, various additional data	6/5/2015 monthly
G1.B1.S1.MA1	PD will be scheduled during faculty meetings and during weekly curriculum meetings as needed	Loyed, Brooke	8/19/2014	Sign in sheets, IPDP	6/5/2015 one-time
G1.B1.S1.MA3	PLC Grade Level Meeting Documentation/Common Assessment	Loyed, Brooke	8/20/2014	PLC Grade Level Meeting Documentation/Common Assessment	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Admin will complete walk-throughs, use budget to support, and monitor data check points. School Improvement Team will monitor data.	Loyed, Brooke	9/19/2014	Walk-throughs, DE reports, various additional data	5/29/2015 quarterly
G1.B1.S2.MA1	Monitor progress of SES and SWD	Underwood, Marykate	9/19/2014	Data sources relative to SES and SWD student populations collected, DE, MTSS data, SM7 (other tech program reports), grades, classroom assessments	5/29/2015 monthly

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. Utilizing Professional Learning Communities (PLC's) and developing Common Assessments in order to increase student achievement.

G1.B1 Time to implement and evaluate resources/standards for all students per AMO.

G1.B1.S1 PLCs and Common Assessments

PD Opportunity 1

Experts brought to our faculty to share and teach PLCs, Common Assessments, and new FSA Writing Assessment.

Facilitator

Margo Anderson, Tracy Rogers, Margaret Gamble, Ilea Faircloth, Ashley French

Participants

Patronis Faculty

Schedule

On 6/5/2015

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	Experts brought to our faculty to share and teach PLCs, Common Assessments, and new FSA Writing Assessment.	$0.00
2	G1.B1.S1.A2	PLC meeting by grade level weekly to discuss and implement Common Assessment; Faculty meetings for PD only; TDY's for grade levels	$0.00
3	G1.B1.S2.A1	Utilize funding to provide para support in needed areas.	$0.00
4	G1.B1.S2.A2	Implement MTSS data chats with fidelity.	$0.00
5	G1.B1.S2.A3	Ensure access resources (programs such as SM7/DE/Smart equipment) in optimal classroom setting with location, teacher certifications, etc.	$0.00
		Total:	$0.00