

Volusia County Schools

Read Pattillo Elementary School



2016-17 Schoolwide Improvement Plan

Read Pattillo Elementary School

400 6TH ST, New Smyrna Beach, FL 32168

<http://myvolusiaschools.org/school/readpattillo/pages/default.aspx>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 75% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 28% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | A* | B | B |

**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 Volusia 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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Read Pattillo Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"The Read-Pattillo family and community are committed to creating an environment where every student will dream, reach, achieve, soar." (Revised 2016)

b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

2. School Environment

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

Registration, Meet the Teacher, and our open door policy are critical components in establishing and maintaining positive relationships between students and teachers on campus. Teachers work through coordinated "Getting to Know You" and "All About Me" activities in their classrooms.

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

In order to create a safe, positive learning environment for all students, our school has implemented school-wide behavioral expectations. The teachers will be reviewing the following behaviors with the students during the first two weeks of school, as well as periodically throughout the year.

c. 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.

Read-Pattillo's behavioral initiative, TARGET, reminds us of what we expect our students and staff to strive for throughout the year. Students may receive recognition at the end of each 4.5 weeks if they have not received a referral to the office. End of the year activities will be provided for students who have zero referrals the entire year.

- Take responsibility
- Act appropriately
- Respect everyone
- Gain knowledge
- Encourage others
- Try your best

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements and student misconduct being handled immediately and with minimal interruption to instruction.

d. 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.

Teachers monitor student behavior and study skills on the report card and through the PST process. The guidance counselor provides small group counseling for targeted students. Social skills programs are in place to build awareness and prevent bullying. Word of the week and bully boxes are utilized. Student services personnel work with administration on early warning systems and provide direct and indirect supports to identified students.

3. Early Warning Systems

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

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

The school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- * Unweighted GPA
- * Over age for grade
- * Office Discipline Referrals (at risk if 2 or more)
- * Attendance below 90% regardless of whether absence is excused or due to out-of-school suspensions
- * Year to date suspensions (at risk if 1 or more)
- * Number of prior retentions (at risk if 1 or more)
- * Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the EWS report.

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

1. 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 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues, interventions are provided directly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the EWS report enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312166>.

2. Description

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

2. 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.

The school builds and sustains partnerships with the local community by holding events such as:
Meet the Teacher

K-2 Learning Expectations Night

5th Grade Learning Expectations Night

Open House

*Sparkle & Marvel with a Great Book

*Spring Into Reading with Poetry

January Jumping Beans

*Reading with a Twist

Winter Wonderland

Parents to Kids

Night of the Arts

Family Learning Night

Parents In Touch Videos

*New parent/community training

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|--------------------|---------------------|
| McKinney , Kim | Principal |
| Smith, Cindy | Instructional Coach |
| Hemingway, Laura | School Counselor |
| Anderson, Samantha | Instructional Media |
| Levine, Jeff | Assistant Principal |

b. Duties

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

The school-based MTSS Leadership Team identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

2. 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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school-based Leadership Team) are matched to the needs of the students/school. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Read-Pattillo Elementary School include:

- Instructional Coach for the purpose of comprehensive staff development
- Supplemental funds for ongoing staff development as determined by the results of FSA data

- Supplemental tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Parent to Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Crisis Training Program
- DARE classes for all grades with intense focus at Grade 5
- Suicide Prevention Program
- Social Skills Program for all grade levels
- Character Words of the Week
- Bullying Prevention Program

Nutrition Programs

Read-Pattillo offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes in conjunction with Physical Education
- Fitness Gram Testing

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program sends records for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Job Training

Read-Pattillo Elementary School offers students' career awareness opportunities through guest speakers from business and industry.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Carnett Sill | Parent |
| Cindy Crandall | Teacher |
| Catherine McLane | Parent |
| Christi Franz | Parent |
| Dale Franz | Business/Community |
| Kimberley McKinney | Principal |
| Liz McDuffie | Business/Community |
| Sue Lueck | Teacher |
| Michelle Fuller | Parent |
| Jeff Levine | Teacher |
| Shellie Chipouras | Parent |
| Winnie Crockrell | Education Support Employee |
| Carissa (CJ) Peterson | Parent |
| Nikoel Rogers | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

At the initial meeting of the SAC on Sept. 12, 2016 for the 2016-17 school year the agenda included a review of the School Improvement Plan. The committee was asked for input at the meeting on potential goals and strategies. The committee also agreed to submit ideas to the Principal or SAC chair. Public Input on the plan was advertised for the annual Open House on Sept. 19. The SAC committee will meet again on October 3 for additional review and approval of the plan.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

SAC funds totaled \$4069.63 for the 2015/2016 school year. SAC voted to approve many requests last year including software licenses to support student learning and differentiation (\$459.00), a new sound system for the café (\$480.00), and field trip funds for each grade level (\$3000.00). Balance at the end of the year \$130.63

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|------------------------|
| McKinney , Kim | Principal |
| Smith, Cindy | Instructional Coach |
| Anderson, Samantha | Instructional Media |
| Ely, Connie | Attendance/Social Work |
| Fraser, Cynthia | Psychologist |
| Hemingway, Laura | School Counselor |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school-based LLT identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning

Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based LLT meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

D. Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities (PLCs), Book Study, Learning Walks and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on assessments.

The use of an instructional coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes an academic coach) meets weekly to talk about what trends are being seen in the classrooms. The coach works side by side with teachers to enhance instruction.

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

New Teacher Programs (Individual PD, mentors, peer classroom visits, other site visits)
Leadership Opportunities
Professional Development
Professional Learning Community Activities
Participation in Job Fairs and district recruitment activities

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

Qualifying new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. Any second year teachers or new to the county teachers participate in the E3 program and are paired with a school mentor. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Use of district provided curriculum maps and modules assist in guiding and aligning instruction to the Florida Standards. Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

b. Instructional Strategies

1. 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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the instructional coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST).

The use of Instructional Reviews and the instructional coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Review, combined with administrative walk-throughs, provide leadership with data to identify areas in

which additional follow-up coaching is needed. The Leadership Team meets weekly to talk about what trends are being seen in the classrooms. The instructional coach works side by side with teachers to enhance instruction.

2. 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: After School Program

Minutes added to school year: 1,800

STAR tutoring for identified students (3rd grade repeaters, FSA level 1 students in grades 4 and 5) in either reading or math.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stoddard, Donna, dmstodda@volusia.k12.fl.us

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

Individual pretests and post-tests are administered. Formative assessments are given during the tutoring sessions.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Read-Pattillo Elementary implements standards aligned instruction based on the Math instructional shifts, then student achievement will increase.
- G2.** If Read-Pattillo Elementary implements standards aligned instruction based on the ELA instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Read-Pattillo Elementary implements standards aligned instruction based on the Math instructional shifts, then student achievement will increase. 1a

G083455

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 65.0 |
| Math Gains | 61.0 |
| Math Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on the instructional shifts
- Teachers don't know how to implement the shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum/District Specialists
- Curriculum maps
- CPALMS
- Title I
- Academic Coach
- Professional learning
- Digital Learning Teacher Leaders
- SAC funds

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting; SIP Midyear Review; VMT and SMT (math)

Person Responsible

Cindy Smith

Schedule

Monthly, from 8/22/2016 to 5/17/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet; Midyear Review in CIMS; Eduphoria

G2. If Read-Pattillo Elementary implements standards aligned instruction based on the ELA instructional shifts, then student achievement will increase. 1a

G083456

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 57.0 |
| ELA/Reading Gains | 55.0 |
| ELA/Reading Lowest 25% Gains | 35.0 |
| FCAT 2.0 Science Proficiency | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on the instructional shifts
- Teachers don't know how to implement the shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum/District Specialists
- PLC Data & Extended PLC days
- Curriculum maps
- Title I
- Academic Coach
- Professional learning
- Digital Learning Teacher Leaders
- SAC funds
- Cadre Members/Leadership team
- FSA Test Specifications/FLDOE Test Platform

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting; SIP Midyear Review; VLT

Person Responsible

Schedule

Quarterly, from 10/31/2016 to 5/23/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet; Midyear Review in CIMS; Eduphoria

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. If Read-Pattillo Elementary implements standards aligned instruction based on the Math instructional shifts, then student achievement will increase. **1**

 G083455

G1.B1 Lack of knowledge on the instructional shifts **2**

 B221313

G1.B1.S1 Provide Professional Learning on the Math "Shifts" **4**

 S233598

Strategy Rationale

Teachers need to have a solid understanding of the instructional shifts in order to implement them.

Action Step 1 **5**

Provide Professional Learning on the Math Instructional Shifts during Early Release and Professional Learning Days.

Person Responsible

Cindy Smith

Schedule

On 12/7/2016

Evidence of Completion

Sign In sheets

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

Classroom walk throughs, observations, coaching support

Person Responsible

Kim McKinney

Schedule

Monthly, from 12/12/2016 to 5/22/2017

Evidence of Completion

Walk through data, coaching logs, observation evidence

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

Survey of staff knowledge of shifts will be administered and compared to original survey data.

Person Responsible

Cindy Smith

Schedule

Triannually, from 8/31/2016 to 5/1/2017

Evidence of Completion

Data from survey (teachers self-evaluate knowledge of the Shifts) will be compiled and analyzed for growth.

G1.B1.S2 More effective PLC's 4

S233599

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 5

Data analysis and planning of instruction will be a vital part of professional learning community meetings to ensure we are meeting the needs of all students.

Person Responsible

Cindy Smith

Schedule

Weekly, from 8/16/2016 to 5/15/2017

Evidence of Completion

PLC Meeting Minutes and Sign In Sheets

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

Attendance and participation in PLC meetings

Person Responsible

Cindy Smith

Schedule

Weekly, from 8/16/2016 to 5/15/2017

Evidence of Completion

PLC minutes and sign in sheets

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

Lesson plans and analysis of student VMT test data will be reviewed for an increase in student achievement.

Person Responsible

Kim McKinney

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

lesson plans, student data (VMT's)

G1.B2 Teachers don't know how to implement the shifts 2

 B221314

G1.B2.S1 More effective PLC's where ideas on the implementation of the instructional shifts can be discussed. 4

 S233600

Strategy Rationale

This will expand teacher best practices for implementation

Action Step 1 5

Teachers will collaborate during PLC to deepen understanding and implementation strategies necessary to deliver rigorous instruction using the provided Math modules and FSA test specs as a resource and guide.

Person Responsible

Cindy Smith

Schedule

Monthly, from 8/16/2016 to 5/23/2017

Evidence of Completion

PLC minutes, walk throughs, and observations

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

Walk throughs, lesson plans, and observations will be utilized to monitor fidelity of implementation.

Person Responsible

Kim McKinney

Schedule

Monthly, from 9/20/2016 to 5/23/2017

Evidence of Completion

Lesson plans, grade book data, student work samples, walk through and observation evidence, coaching log and notes

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

Monitor and provide feedback and coaching as needed.

Person Responsible

Cindy Smith

Schedule

Monthly, from 8/24/2016 to 5/23/2017

Evidence of Completion

Coaching log, PLC minutes, DPP evidence

G1.B2.S2 Provide more technology & professional learning for integration **4**

 S233601

Strategy Rationale

Increase student engagement and providing skills for 21st Century learning.

Action Step 1 **5**

Additional technology will be provided to the classrooms along with professional learning on integration will increase student engagement.

Person Responsible

Samantha Anderson

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Faculty meeting agenda, professional learning agenda, purchase orders

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

Implementation of use of technology will be monitored through classroom room walk throughs and observations.

Person Responsible

Jeff Levine

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

observations and walk through data . Waterford and SuccessMaker Data will be reviewed and analyzed.

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

Student data will be reviewed for an increase in achievement.

Person Responsible

Cindy Smith

Schedule

Quarterly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Student assessment data/grades

G2. If Read-Pattillo Elementary implements standards aligned instruction based on the ELA instructional shifts, then student achievement will increase. 1

 G083456

G2.B1 Lack of knowledge on the instructional shifts 2

 B221319

G2.B1.S1 Provide Professional Learning on the ELA "Shifts" 4

 S233602

Strategy Rationale

Teachers need to have a solid understanding of the instructional shifts in order to implement them.

Action Step 1 5

Provide Professional Learning on the ELA Instructional Shifts during Early Release and Professional Learning Days.

Person Responsible

Cindy Smith

Schedule

On 10/19/2016

Evidence of Completion

Sign In sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Walk throughs, observations, coaching support

Person Responsible

Kim McKinney

Schedule

Monthly, from 12/12/2016 to 5/22/2017

Evidence of Completion

Walk through data, coaching logs, observation evidence

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Survey of staff knowledge of shifts will be administered and compared to original survey data.

Person Responsible

Cindy Smith


Schedule

Triannually, from 8/31/2016 to 5/1/2017

Evidence of Completion

Data from survey (teachers self-evaluate knowledge of the Shifts) will be compiled and analyzed for growth.

G2.B1.S2 More effective PLC's 4

 S233603

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 5

Data analysis and planning of instruction will be a vital part of professional learning community meetings to ensure we are meeting the needs of all students.

Person Responsible

Cindy Smith

Schedule

Weekly, from 8/16/2016 to 5/15/2017

Evidence of Completion

PLC Meeting Minutes and Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance and participation in PLC meetings

Person Responsible

Cindy Smith

Schedule

Weekly, from 8/16/2016 to 5/15/2017

Evidence of Completion

PLC Meeting Minutes and sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Lesson plans and analysis of student VLT test data will be reviewed for an increase in student achievement.

Person Responsible

Kim McKinney

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Lesson plans, student VLT data

G2.B5 Teachers don't know how to implement the shifts 2

 B221323

G2.B5.S1 Through PLC collaboration and sharing of best practices of implementation teachers will improve implementation of core actions 4

 S233604

Strategy Rationale

Expanding teacher best practice toolbox.

Action Step 1 5

Teachers will collaborate during PLC to deepen understanding and implementation strategies necessary to deliver rigorous instruction using the provided ELA modules as a resource and guide.

Person Responsible

Cindy Smith

Schedule

Monthly, from 8/16/2016 to 5/23/2017

Evidence of Completion

PLC minutes, walk throughs, and observations

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Walk throughs, lesson plans, and observations will be utilized to monitor fidelity of implementation.

Person Responsible

Kim McKinney

Schedule

Monthly, from 9/20/2016 to 5/23/2017

Evidence of Completion

Lesson plans, grade book data, student work samples, walk through and observation evidence, coaching logs and notes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monitor and provide feedback and coaching as needed.

Person Responsible

Cindy Smith

Schedule

Monthly, from 8/24/2016 to 5/23/2017

Evidence of Completion

Coaching log, PLC minutes, DPP evidence

G2.B5.S2 Provide more technology & professional learning for integration **4**

 S233605

Strategy Rationale

Increase student engagement and providing skills for 21st Century learning.

Action Step 1 **5**

Additional technology will be provided to the classrooms along with Professional learning on integration will increase student engagement.

Person Responsible

Samantha Anderson

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Faculty Meeting Agenda, Professional Learning Agenda, Purchase orders

Plan to Monitor Fidelity of Implementation of G2.B5.S2 **6**

Implementation of use of technology will be monitored through classroom room walk throughs and observations.

Person Responsible

Jeff Levine

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

observations and walk through data, Waterford and SuccessMaker data

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Student data will be reviewed for an increase in achievement.

Person Responsible

Cindy Smith




















Schedule

Quarterly, from 9/12/2016 to 5/15/2017








Evidence of Completion

Student assessment data/grades

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|--------------------|-------------------------------|---|----------------------|
| 2017 | | | | | |
| G2.B1.S1.A1  A299668 | Provide Professional Learning on the ELA Instructional Shifts during Early Release and Professional... | Smith, Cindy | 10/19/2016 | Sign In sheets | 10/19/2016 one-time |
| G1.B1.S1.A1  A299664 | Provide Professional Learning on the Math Instructional Shifts during Early Release and... | Smith, Cindy | 12/7/2016 | Sign In sheets | 12/7/2016 one-time |
| G1.B1.S1.MA1  M303946 | Survey of staff knowledge of shifts will be administered and compared to original survey data. | Smith, Cindy | 8/31/2016 | Data from survey (teachers self-evaluate knowledge of the Shifts) will be compiled and analyzed for growth. | 5/1/2017 triannually |
| G2.B1.S1.MA1  M303955 | Survey of staff knowledge of shifts will be administered and compared to original survey data. | Smith, Cindy | 8/31/2016 | Data from survey (teachers self-evaluate knowledge of the Shifts) will be compiled and analyzed for growth. | 5/1/2017 triannually |
| G1.B1.S2.MA1  M303948 | Lesson plans and analysis of student VMT test data will be reviewed for an increase in student... | McKinney , Kim | 8/15/2016 | lesson plans, student data (VMT's) | 5/15/2017 quarterly |
| G1.B1.S2.MA1  M303949 | Attendance and participation in PLC meetings | Smith, Cindy | 8/16/2016 | PLC minutes and sign in sheets | 5/15/2017 weekly |
| G1.B1.S2.A1  A299665 | Data analysis and planning of instruction will be a vital part of professional learning community... | Smith, Cindy | 8/16/2016 | PLC Meeting Minutes and Sign In Sheets | 5/15/2017 weekly |
| G1.B2.S2.MA1  M303952 | Student data will be reviewed for an increase in achievement. | Smith, Cindy | 9/12/2016 | Student assessment data/grades | 5/15/2017 quarterly |
| G1.B2.S2.MA1  M303953 | Implementation of use of technology will be monitored through classroom room walk throughs and... | Levine, Jeff | 8/15/2016 | observations and walk through data . Waterford and SuccessMaker Data will be reviewed and analyzed. | 5/15/2017 quarterly |
| G1.B2.S2.A1  A299667 | Additional technology will be provided to the classrooms along with professional learning on... | Anderson, Samantha | 8/15/2016 | Faculty meeting agenda, professional learning agenda, purchase orders | 5/15/2017 quarterly |
| G2.B1.S2.MA1  M303957 | Lesson plans and analysis of student VLT test data will be reviewed for an increase in student... | McKinney , Kim | 8/15/2016 | Lesson plans, student VLT data | 5/15/2017 quarterly |
| G2.B1.S2.MA1  M303958 | Attendance and participation in PLC meetings | Smith, Cindy | 8/16/2016 | PLC Meeting Minutes and sign in sheets | 5/15/2017 weekly |
| G2.B1.S2.A1  A299669 | Data analysis and planning of instruction will be a vital part of professional learning community... | Smith, Cindy | 8/16/2016 | PLC Meeting Minutes and Sign In Sheets | 5/15/2017 weekly |
| G2.B5.S2.MA1  M303961 | Student data will be reviewed for an increase in achievement. | Smith, Cindy | 9/12/2016 | Student assessment data/grades | 5/15/2017 quarterly |
| G2.B5.S2.MA1  M303962 | Implementation of use of technology will be monitored through classroom room walk throughs and... | Levine, Jeff | 8/15/2016 | observations and walk through data, Waterford and SuccessMaker data | 5/15/2017 quarterly |
| G2.B5.S2.A1  A299671 | Additional technology will be provided to the classrooms along with Professional learning on... | Anderson, Samantha | 8/15/2016 | Faculty Meeting Agenda, Professional Learning Agenda, Purchase orders | 5/15/2017 quarterly |
| G1.MA1  M303954 | SIP Progress Monitoring Meeting; SIP Midyear Review; VMT and SMT (math) | Smith, Cindy | 8/22/2016 | SIP Progress Monitoring Meeting Minutes and Sign-in Sheet; Midyear Review in CIMS; Eduphoria | 5/17/2017 monthly |
| G1.B1.S1.MA1  M303947 | Classroom walk throughs, observations, coaching support | McKinney , Kim | 12/12/2016 | Walk through data, coaching logs, observation evidence | 5/22/2017 monthly |
| G2.B1.S1.MA1  M303956 | Classroom Walk throughs, observations, coaching support | McKinney , Kim | 12/12/2016 | Walk through data, coaching logs, observation evidence | 5/22/2017 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|----------------|-------------------------------|---|---------------------|
| G2.MA1  M303963 | SIP Progress Monitoring Meeting; SIP Midyear Review; VLT | | 10/31/2016 | SIP Progress Monitoring Meeting Minutes and Sign-in Sheet; Midyear Review in CIMS; Eduphoria | 5/23/2017 quarterly |
| G1.B2.S1.MA1  M303950 | Monitor and provide feedback and coaching as needed. | Smith, Cindy | 8/24/2016 | Coaching log, PLC minutes, DPP evidence | 5/23/2017 monthly |
| G1.B2.S1.MA1  M303951 | Walk throughs, lesson plans, and observations will be utilized to monitor fidelity of... | McKinney , Kim | 9/20/2016 | Lesson plans, grade book data, student work samples, walk through and observation evidence, coaching log and notes | 5/23/2017 monthly |
| G1.B2.S1.A1  A299666 | Teachers will collaborate during PLC to deepen understanding and implementation strategies... | Smith, Cindy | 8/16/2016 | PLC minutes, walk throughs, and observations | 5/23/2017 monthly |
| G2.B5.S1.MA1  M303959 | Monitor and provide feedback and coaching as needed. | Smith, Cindy | 8/24/2016 | Coaching log, PLC minutes, DPP evidence | 5/23/2017 monthly |
| G2.B5.S1.MA1  M303960 | Walk throughs, lesson plans, and observations will be utilized to monitor fidelity of... | McKinney , Kim | 9/20/2016 | Lesson plans, grade book data, student work samples, walk through and observation evidence, coaching logs and notes | 5/23/2017 monthly |
| G2.B5.S1.A1  A299670 | Teachers will collaborate during PLC to deepen understanding and implementation strategies... | Smith, Cindy | 8/16/2016 | PLC minutes, walk throughs, and observations | 5/23/2017 monthly |

V. Professional Development Opportunities

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

G1. If Read-Pattillo Elementary implements standards aligned instruction based on the Math instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge on the instructional shifts

G1.B1.S1 Provide Professional Learning on the Math "Shifts"

PD Opportunity 1

Provide Professional Learning on the Math Instructional Shifts during Early Release and Professional Learning Days.

Facilitator

Michelle Stull/Cindy Smith

Participants

Entire Faculty

Schedule

On 12/7/2016

G1.B2 Teachers don't know how to implement the shifts

G1.B2.S1 More effective PLC's where ideas on the implementation of the instructional shifts can be discussed.

PD Opportunity 1

Teachers will collaborate during PLC to deepen understanding and implementation strategies necessary to deliver rigorous instruction using the provided Math modules and FSA test specs as a resource and guide.

Facilitator

Michelle Stull/Cindy Smith

Participants

Instructional Staff

Schedule

Monthly, from 8/16/2016 to 5/23/2017

G1.B2.S2 Provide more technology & professional learning for integration

PD Opportunity 1

Additional technology will be provided to the classrooms along with professional learning on integration will increase student engagement.

Facilitator

Various

Participants

Faculty

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

G2. If Read-Pattillo Elementary implements standards aligned instruction based on the ELA instructional shifts, then student achievement will increase.

G2.B1 Lack of knowledge on the instructional shifts

G2.B1.S1 Provide Professional Learning on the ELA "Shifts"

PD Opportunity 1

Provide Professional Learning on the ELA Instructional Shifts during Early Release and Professional Learning Days.

Facilitator

Stephanie Radford/Cindy Smith

Participants

Entire Faculty

Schedule

On 10/19/2016

G2.B5 Teachers don't know how to implement the shifts

G2.B5.S1 Through PLC collaboration and sharing of best practices of implementation teachers will improve implementation of core actions

PD Opportunity 1

Teachers will collaborate during PLC to deepen understanding and implementation strategies necessary to deliver rigorous instruction using the provided ELA modules as a resource and guide.

Facilitator

Stephanie Radford/Cindy Smith

Participants

Instructional Staff

Schedule

Monthly, from 8/16/2016 to 5/23/2017

G2.B5.S2 Provide more technology & professional learning for integration

PD Opportunity 1

Additional technology will be provided to the classrooms along with Professional learning on integration will increase student engagement.

Facilitator

Various

Participants

Faculty

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|--|---|-----------------|-----|-------------|
| 1 | G1.B1.S1.A1 | Provide Professional Learning on the Math Instructional Shifts during Early Release and Professional Learning Days. | | | | \$0.00 |
| 2 | G1.B1.S2.A1 | Data analysis and planning of instruction will be a vital part of professional learning community meetings to ensure we are meeting the needs of all students. | | | | \$0.00 |
| 3 | G1.B2.S1.A1 | Teachers will collaborate during PLC to deepen understanding and implementation strategies necessary to deliver rigorous instruction using the provided Math modules and FSA test specs as a resource and guide. | | | | \$0.00 |
| 4 | G1.B2.S2.A1 | Additional technology will be provided to the classrooms along with professional learning on integration will increase student engagement. | | | | \$8,441.60 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 9100 | 644-Computer Hardware Non-Capitalized | 5037 - Read Pattillo Elementary Schl | Other | | \$8,441.60 |
| | | | Notes: Chromebooks purchased for each classroom | | | |
| 5 | G2.B1.S1.A1 | Provide Professional Learning on the ELA Instructional Shifts during Early Release and Professional Learning Days. | | | | \$1,900.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5037 - Read Pattillo Elementary Schl | Title I, Part A | | \$1,900.00 |
| | | | Notes: Dr. Larry Chew- Professional Learning on student engagement strategies and incorporating the instructional shifts. | | | |
| 6 | G2.B1.S2.A1 | Data analysis and planning of instruction will be a vital part of professional learning community meetings to ensure we are meeting the needs of all students. | | | | \$0.00 |
| 7 | G2.B5.S1.A1 | Teachers will collaborate during PLC to deepen understanding and implementation strategies necessary to deliver rigorous instruction using the provided ELA modules as a resource and guide. | | | | \$0.00 |
| 8 | G2.B5.S2.A1 | Additional technology will be provided to the classrooms along with Professional learning on integration will increase student engagement. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 9100 | 644-Computer Hardware Non-Capitalized | 5037 - Read Pattillo Elementary Schl | Other | | \$0.00 |
| | | | Notes: Chromebooks purchased for each classroom | | | |
| Total: | | | | | | \$10,341.60 |