Oscar Patterson Elementary Magnet

2016-17 Schoolwide Improvement Plan

Oscar Patterson Elementary Magnet

1025 REDWOOD AVE, Panama City, FL 32401

[no web address on file]

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	D	

*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 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.

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 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Oscar Patterson Elementary Magnet

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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 Oscar Patterson family commits to providing a positive school culture where students can become confident, successful, lifelong learners.

b. Provide the school's vision statement.

We are committed to promoting a culture of life-long learning within our diverse population of students. We believe that each student is important, every student can learn, and that each child can become responsible for their learning.

2. School Environment

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

The school staff engages in data collections administering learning styles inventories and multiple intelligence surveys which foster a positive classroom environment. In addition, the students participate in chats school wide on the importance of exemplify the PBIS rules. The lines of communication are open, safe, and free-flowing. The use of class DOJO (a behavior management application) allows students to set daily goals for their behavior and track themselves. The teachers keep updated grades and attendance in FOCUS, which allows students the ability to access their grades, along with DOJO, from any internet connected device.

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

The five school wide expectations, the "Beatitudes", are what we at Oscar Patterson Elementary believe are a part of our daily vocabulary. Be Respectful, Be Responsible, Be Safe, Be Successful, and Be Proud. In each of our classrooms, as well as other areas of the campus; signs are posted with those 5 school wide expectations, with the specific details for each expectation. In addition, staff is assigned to various areas in the morning (i.e. cafeteria, sidewalk, drop off) to welcome students to school.. After school, the teachers will walk their students to each of the school buses, students who walk with another adult, to have them cross the street safely.Teachers place car riders with their guardians at car pickup.

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.

We have a school-wide discipline plan that centers around the three strikes rule on minor offenses. First, is a verbal warning. Second, is a change of seating or team time out. Third is a parent contact. Fourth is a discipline referral. The students attend a school-wide assembly to review the school-wide plan and the administrators also go over the Bay District's Elementary Discipline matrix.
PBIS school that uses positive choices in the classroom. Our teachers are trained in using many alternate strategies for working with students that are disrupting the classroom environment. Class Dojo is a program that rewards students for making positive choices and need improvement. Students that are continuing to have difficulty with established protocols are specifically identified and

a positive behavior plan is developed and strategies are implemented for change. Additional levels of the MTSS process will be initiated if additional support is needed based on individual need. During the process the staff members have appropriate training based on the individual needs of the class as a whole and also the specific needs of students if necessary.

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.

Through our MTSS process students with specific behavioral concerns are identified, and several different plans are developed for the specific child. Small group social, communication, and conflict resolution skill lessons will be taught to specific students. An FBA or a BIP can and will be developed for individual students. A school staff member can be assigned for Check In / Check Out on a daily basis to track the students behavior on a daily basis. Daily DOJO is used to show the parents the students behaviors during specific time periods. All documentation of student misbehavior is documented in the FOCUS system as well as the RTI-b data base program.
Students will particular social - emotional needs will also receive counseling with an ESE Counselor in accordance with their specific IEP. This person serves the school as an as needed, required basis by the students IEP.

3. 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).

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

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

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	8	16	5	8	3	14	0	0	0	0	0	0	0	54
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	3	2	3	1	3	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	8	16	28	0	0	0	0	0	0	0	52
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	0	3	1	8	0	0	0	0	0	0	0	14

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

The MTSS program is monitored by administration, Leadership team and district assigned MTSS coach. The student academic progress is monitored, and reported on monthly in the presence of Administration, School Guidance Counselor, District Level MTSS staff specialist, school psychologist, behavior training specialist, SLP, as well as the classroom teachers. All the stakeholders are looking at, and making data driven decisions in working with and identifying students at need, or at risk.
In addition, the school has implemented an "in-house" intervention plan called "MARS" which focuses on students receiving remediation in standards-based instruction via small group based on the results of CFA's (common formative assessments) in reading.
TNTP consultants have been contracted to provide feedback in areas of school improvement.

B. Family and Community Engagement

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).

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. § 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 available at the school site.

2. Description

Involving parents with school wide initiatives and policy changes with school, district, and state laws. Involving parents in learning how to help their students in school with homework, and content knowledge.

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.

As a Title 1 school we have a parent liaison to assist in establishing relationships between the community and the school environment. The parent liaison, in conjunction with administration and other school staff, reaches out to different businesses. This contact can be for the purpose of assisting families with specific needs and/ or that organization may provide a service which would be a beneficial workshop to parents. The feedback we receive from parents in attendance at workshops is given to those organizations to keep them informed on the progress in the area of help that was received. We reach out to local faith based organizations for two specifc programs to benefit our students. Family of God Church and New Bethel Baptist Church helps support our "blessings in a backpack program", which provides meals to students on the weekends. in addition, Hiland Park sponsors the "Shoes for Souls" program which allows many of our students receive new shoes for the school year. We have had numerous other faith based and private donations of either school supplies, or monetary donations for our incentive program for PBIS, or academic incentives. Every donation is acknowledged by a "thank you" letter to ensure each partner feels that they are appreciated for their part in the process. The parent

liaison attends community events and networks the events to gain additional support for our school. Patterson Elementary also has an oversight committee that meets quarterly and members are kept apprised of demographics, update NWEA MAP, FSA results, and programs offered at the school to promote a successful environment.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Rivers, Darnita	Principal
Sullivan, Alicia	School Counselor
Davis , Dana	Teacher, K-12
Besenyi, Lyndsey	Instructional Media
Moore, Jonathon	Assistant Principal
Pender, Sheri	Teacher, K-12
Wilmot, Lacie	Teacher, K-12
Vu, Pauline	Teacher, K-12
Etheridge, Deandria	Teacher, K-12

b. Duties

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

Mrs. Darnita Rivers -Principal and Mr. Jonathon Moore -Administrative Assistant: Provide a common vision for the use of data-based decision-making, Implementation of standards-based instruction, administering discipline and ensure that the school-based team is implementing MTSS through regular meeting.

Classroom Teachers: Implement core instruction, standards-based lessons; participate in student data collection and analyze student data, and deliver Tier I & II instruction/intervention, maintain classroom management.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.

Tanja Roulhac - Math Coach
Assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Erin Brach guidance to 4-5 teachers with science; core content standards, assist with curriculum;

Jennifer Miller - Reading Coach

Provides guidance to K-5 grades in implementation of the reading plan (CCRP);lead and evaluate school core (SRA) program; assist with standards based instruction; assist with whole school screening programs that provide diagnostic information for teachers; assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development to include the Reading Framework; and provides support for instructional personnel.

Alicia Sullivan - Guidance Counselor: As the MTSS leader he facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring, supports the implementation of MTSS

Karetta Monette - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; and serves as a key member of the MTSS review team.

Kathy Graydon-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

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

Title I, Part A

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

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

Title II has partnered with Title I to provide mentoring staff, professional development and resources for teachers.
Funds provide professional development and mentor teachers to support high quality teachers.

Title III

ESOL Programs
This grant provides supplemental services and materials for Limited English Proficiency (LEP) students.
Funds are provided by the district to provide ELL students with high quality instruction. Funds also provide professional development for teachers.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Bay County Sheriff's Department and Panama City Police Department participated in providing spring fairs for student engagement. The Panama City police department has partnered with the school to provide training to fifth graders on violence prevention, drug prevention and internet abuse.

The Parent Center provides training for parents on the dangers of not monitoring students while using the internet.

Nutrition Programs

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

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

Head Start

The District Coordinator (along with the school principal) make frequent contact with Pre-K teachers

to ensure routines and procedures are established to prepare Pre-K students for kindergarten at the present location or at any school where they may be in attendance.
Bay District schools coordinate with Headstart Programs to ensure students transition as smoothly as possible into the public school setting.

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

Career and Technical Education

Other

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Valerie Davis	Parent
Darnita Rivers	Principal
Nicole Foglia	Parent
Sharon Sheffield	Business/Community
Emily Willard	Teacher
Lacie Wilmot	Teacher
Larry Washington	Parent
Tema Best	Parent
Ashley Pittman	Parent
Dan & Shirley Coshatt	Parent
Antonio Jeronimo	Parent
Tiffany Baker	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

During the initial SAC meetings specific student data was presented regarding last years NWEA MAP and FSA data, Early Warning System data with discipline and attendance. Observations and trends identified were raised in in the discussion and included in the school improvement plan. The

2016-2017 SMART Goal was shared and how it will be attained, measured, and calculated. Finally the school's "Look For's" were presented as a road map guide to when administration, members of the district or state walk the campus along with feedback from TNTP, as a guide to ensure we are meeting the SIP and enhancing student performance.

b. Development of this school improvement plan

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

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

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

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

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

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
Rivers, Darnita	Principal
Sullivan, Alicia	School Counselor
Davis , Dana	Teacher, K-12
Moore, Jonathon	Assistant Principal
Mann, Jennifer	Instructional Coach
Pender, Sheri	Teacher, K-12
Besenyi, Lyndsey	Instructional Media

b. Duties

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

Major initiatives of the LLT will be to provide support in the CCRP and elementary reading frameworks. The team meets monthly with a grade level representative and principal to analyze data from NWEA (MAPPS). The team will also discuss initiates and other school wide reading programs, enhancing the grade level PLC process, and examine common formative assessment data. Based on

the data results and areas of need identified, professional development will be provided to enhance reading instruction.

D. 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).

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

PLC's at every grade level
Common planning and lunch
Norms, standards,smart goals for each
Weekly Monday Memo highlighting upcoming events and prior events
Pure OPES school wide Google Calendar
Teachers supported by coaches in reading, math, MTSS (daily/ weekly)
Extended day includes 900 minutes of reading instruction weekly

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

Job fair offered by BDS District Human Resource Department to recruit new applicants
Participation by new teachers in New Teacher Induction Program (District)
Through the interview process, recruited highly qualified teachers during the summer months from a variety of states, with different knowledge bases.
Offering of 10,000 bonus for HE/ E teachers to teach at OPES

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

New teachers and new to Patterson are paired with veteran teachers on their teams. The rationale is that the new teacher can gain assistance in planning instruction, record-keeping, and support with classroom management.

School Based Professional Development using Mathematics framework supported by math coach for new teachers to OPES.
School based professional development in literacy components, literacy framework, and rigor/ relevance (DOK) supported by reading coach for new teachers.

Monthly meetings of new / current teachers with Principal (Principal).

School Based Meetings to collaborate with Leadership team and MTSS resource teacher Casey Nelson to ensure effective intervention through MTSS process is being carried out at school and progress monitoring with fidelity.

School based professional development to assist teachers in the area of science at 5th grade.

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.

The teachers received training in district -led in-service on PLCs and received common assessment training by Solution Tree, which included unpacking the Florida Standards, identifying essential standards, and content complexity. The use of common assessments and the implementation of the PLC process will be to ensure that all students are being instructed and assessed similarly on the standards for teacher reflection and in order to drive instruction.

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.

Through the PLC implementation, teachers discuss common assessments every two weeks and revise lesson plans to meet the needs of students. Students receive a 120 or reading instruction +60 minutes of intensive reading daily. This small group instruction is based on grade level standards to assist students having difficulty attaining the proficient or advanced level on state assessments. During MTSS meetings students are discussed monthly with fellow teachers, administration, instructional specialists, and the guidance counselor, where the students academic needs are being met. During those meetings NWEA MAP data will be examined (3 times a year administered), SRA weekly assessments, academic probes for at risk students, Successmaker 9 completed in class daily, as well as daily small group differentiated instruction in reading and math. In addition, OPES has and "in-house" intervention entitled MARS (Motivating Astronauts to be Really Successful) where students attend remediation and enrichment based on CFA data results and are assigned to teachers for 30 minute additional small group 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:** Extended School Day |
| **Minutes added to school year:** 900 |

The use of SRA Signature Series as a core implementation will be utilized for all K-2 and full-time ESE classrooms. In addition Corrective Reading will be used for students in grades 3-5 and ESE students who are more than two years below grade level. This year wonders will be used as supplemental for grade level instruction. The data is being monitored via school-wide google data sheet, grade level data chats, and MTSS meetings.

Strategy Rationale

SRA is an extensive reading program that is differentiated based on the students academic reading level, and it scaffolds the instruction and allows for remediation in areas to close achievement gaps. Wonders is on-grade level curriculum needed for rigorous instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

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

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

Classroom grades-common formative/ summative assessments(ongoing every 9 weeks), NWEA MAP assessment results (3 times a year), SRA assessment results in data notebooks (every 10 - 20 lessons), FSA data (once).

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. § 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.

EARLY CHILDHOOD TRANSITION PLAN
2016 - 2017

School Name: Oscar Patterson Elementary School offers Pre-K orientation and transition meeting. This year transition team will host a Pre-K workshop for the purpose of assisting parents with early registration.

Oscar Patterson will house two Headstart classes on campus.

Early Childhood Transition Team: Alicia Sullivan, Faye Matthews, Shirley Baxley, and Darnita Rivers

Principal: Mrs. Darnita Rivers

Teachers: Shirley Baxley, Lacie Wilmot, Angela Hood, Jacquelyn Herbert,

Instructional coaches: Tanja Roulhac, Jennifer Miller
Social Worker: Luci MacLean
Parents: Ms. Faye Matthews

Community: Early Education and Care Services

Others: East Avenue Early Childhood Center, Quality Learning Child Care Center, Celebration of Learning Child Care Center, Children's Palace Child Care Center, Massalina Memorial Daycare, Vetter Childcare, Rosenwald Head Start

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. § 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"Â? 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

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

Strategic Goals Summary

G1.   If Oscar Patterson utilizes data analysis and data-driven instruction through the use of research based materials, then we will increase the school grade by by 19%.

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 Oscar Patterson utilizes data analysis and data-driven instruction through the use of research based materials, then we will increase the school grade by by 19%. 1a

🔍 G084934

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	23.0
ELA/Reading Gains	30.0
ELA/Reading Lowest 25% Gains	32.0
FSA Mathematics Achievement	21.0
Math Gains	26.0
Math Lowest 25% Gains	16.0
FCAT 2.0 Science Proficiency	26.0

Targeted Barriers to Achieving the Goal 3

- Fidelity of instruction by all instructors

- Consistency with classroom managment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math coach, Part-time reading coach, MTSS STS, PBIS Para, Part-time Social Worker, SRA, Go Math, Success Maker 9, and Title I budget

-

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Darnita Rivers

Schedule
On 6/2/2017

Evidence of Completion
Item analysis data charts, MTSS spreadsheets, SRA data notebooks, Success Maker reports, NWEA MAP reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Oscar Patterson utilizes data analysis and data-driven instruction through the use of research based materials, then we will increase the school grade by by 19%. 1

🔑 G084934

G1.B1 Fidelity of instruction by all instructors 2

🔑 B225869

G1.B1.S1 Provide school-based data analysis during pre-service in order to identify areas of weakness to target instructionally 4

🔑 S238252

Strategy Rationale

Successful data analysis from FSA and NWEA MAP in order to look at school-wide trends and provide basis for establishing coaching cycles

Action Step 1 5

Staff development in data analysis, Data-driven lesson planning,SRA; Math and Reading Framework, and Instructional shift will build teacher capacity and coaching will provide supports for implementation.

Person Responsible

Darnita Rivers

Schedule

On 6/2/2017

Evidence of Completion

Agendas, Sign in sheets, PLC minutes, Lesson plans

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

If proficiency levels of common formative assessments show improvements, then the goal is being met. If the proficiency levels are not showing improvements, then lesson plan reviews and CWT data will be reviewed for root causes.

Person Responsible

Darnita Rivers

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, PLC minutes and responses to feedback provided by walk-throughs and PLUS 2 learning walks

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

A report displaying data from the look-fors collected during CWTs, TOP Support CWTs, PLUS 2 Learning Walks, and feedback from TNTP will be discussed with Leadership Team to evaluate effectiveness of implementation.

Person Responsible

Darnita Rivers

Schedule

On 6/2/2017

Evidence of Completion

CWT Feedback Spreadsheet, PLUS 2 Spreadsheet, and Leadership Team Meeting minutes, TNTP Feedback

G1.B1.S2 Teachers perform data analysis using CFAs and NWEA MAP data to identify areas of students weakness to drive instruction `4`

🔑 S238253

Strategy Rationale

Teachers will use data to plan for instruction and to target students weaknesses to address during small group instruction via intensive reading or MARS (Motivating Astronauts to be Really Successful)

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Consistency with classroom managment `2`

🔑 B225870

G1.B2.S1 Provide professional development in effective classroom management and Engaging Students with Poverty in Mind `4`

🔑 S238254

Strategy Rationale

Increase student engagement and decrease office discipline referrals

Action Step 1 `5`

Provide classroom management training and decrease referrals

Person Responsible

Jonathon Moore

Schedule

On 6/2/2017

Evidence of Completion

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

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

Collecting discipline and PBIS data reports

Person Responsible

Jonathon Moore

Schedule

On 6/2/2017

Evidence of Completion

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

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

Scheduled events on OPES calendar, Review ODRs by teacher

Person Responsible

Jonathon Moore

Schedule

On 6/2/2017

Evidence of Completion

Monthly PBIS Meetings, Google calendar with celebrations, and PBIS/ Focus reports

G1.B2.S2 Implement PBIS consistently 4

🔑 S238255

Strategy Rationale

Improve number of students attending PBIS celebrations/rewards/events.

Action Step 1 5

Implement PBIS consisitently

Person Responsible

Alicia Sullivan

Schedule

On 6/2/2017

Evidence of Completion

Focus discipline reports, PBIS Report, MTSS spreadsheets for Tier 2 and Tier 3 behavior, EWS report

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

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

Person Responsible

Alicia Sullivan

Schedule

On 6/2/2017

Evidence of Completion

Implementation of KAGAN Win Win via CWTs, Discipline data reports, and OPES calendar of events

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

Person Responsible

Schedule

Evidence of Completion

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					
G1.B1.S2.A1 🔑 A308347	[no content entered]		No Start Date		No End Date one-time
G1.B2.S2.MA1 🔑 M314908	[no content entered]		No Start Date		No End Date one-time
G1.MA1 🔑 M314910	Common assessment data, MTSS, SRA, Success Maker, Write Score and MAPPS data	Rivers, Darnita	8/18/2016	Item analysis data charts, MTSS spreadsheets, SRA data notebooks, Success Maker reports, NWEA MAP reports	6/2/2017 one-time
G1.B1.S1.MA1 🔑 M314904	A report displaying data from the look-fors collected during CWTs, TOP Support CWTs, PLUS 2...	Rivers, Darnita	8/18/2016	CWT Feedback Spreadsheet, PLUS 2 Spreadsheet, and Leadership Team Meeting minutes, TNTP Feedback	6/2/2017 one-time
G1.B1.S1.MA1 🔑 M314905	If proficiency levels of common formative assessments show improvements, then the goal is being...	Rivers, Darnita	8/18/2016	Lesson plans, PLC minutes and responses to feedback provided by walk-throughs and PLUS 2 learning walks	6/2/2017 one-time
G1.B1.S1.A1 🔑 A308346	Staff development in data analysis, Data-driven lesson planning,SRA; Math and Reading Framework,...	Rivers, Darnita	8/18/2016	Agendas, Sign in sheets, PLC minutes, Lesson plans	6/2/2017 one-time
G1.B2.S1.MA1 🔑 M314906	Scheduled events on OPES calendar, Review ODRs by teacher	Moore, Jonathon	8/18/2016	Monthly PBIS Meetings, Google calendar with celebrations, and PBIS/ Focus reports	6/2/2017 one-time
G1.B2.S1.MA1 🔑 M314907	Collecting discipline and PBIS data reports	Moore, Jonathon	8/18/2016	KAGAN Win Win Discipline, Engaging Students with Poverty in Mind, Framework for Poverty, classroom management training	6/2/2017 one-time
G1.B2.S1.A1 🔑 A308348	Provide classroom management training and decrease referrals	Moore, Jonathon	8/18/2016	School-Wide expectations, 5 Beatitudes, Classroom infractions forms, PBIS data reports	6/2/2017 one-time
G1.B2.S2.MA1 🔑 M314909	Highlight students for positive behaviors with various activities, celebrations, and events	Sullivan, Alicia	8/18/2016	Implementation of KAGAN Win Win via CWTs, Discipline data reports, and OPES calendar of events	6/2/2017 one-time
G1.B2.S2.A1 🔑 A308349	Implement PBIS consisitently	Sullivan, Alicia	8/18/2016	Focus discipline reports, PBIS Report, MTSS spreadsheets for Tier 2 and Tier 3 behavior, EWS report	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. If Oscar Patterson utilizes data analysis and data-driven instruction through the use of research based materials, then we will increase the school grade by by 19%.

G1.B1 Fidelity of instruction by all instructors

G1.B1.S1 Provide school-based data analysis during pre-service in order to identify areas of weakness to target instructionally

PD Opportunity 1

Staff development in data analysis, Data-driven lesson planning,SRA; Math and Reading Framework, and Instructional shift will build teacher capacity and coaching will provide supports for implementation.

Facilitator

District Instructional Coach/ Reading/ Math Coaches/ MTSS STS/ TNTP

Participants

OPES teachers

Schedule

On 6/2/2017

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	Staff development in data analysis, Data-driven lesson planning,SRA; Math and Reading Framework, and Instructional shift will build teacher capacity and coaching will provide supports for implementation.				$188,092.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	110-Administrators	0291 - Oscar Patterson Elem Magnet	Title I, Part A	0.03	$4,452.00
			Notes: AA Work during the summer to prepare instructional materials			
	6500	150-Aides	0291 - Oscar Patterson Elem Magnet	Title I, Part A	1.92	$26,523.00
			Notes: Paraprofessionals to provide intervention in the computer lab			
	5100	150-Aides	0291 - Oscar Patterson Elem Magnet	Title I, Part A	9.58	$134,197.00
			Notes: Paraprofessionals to provide small group instruction			
	5100	510-Supplies	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$10,900.00
			Notes: Instructional supplies for reading, math and science			
	5100	360-Rentals	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$100.00
			Notes: Brain POP license Science instructional resource			
	7800	790-Miscellaneous Expenses	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$500.00
			Notes: Transportation for educational field trips			
	6400	120-Classroom Teachers	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$2,556.00
			Notes: Leadership team planning for instructional focus calendar			
	6400	330-Travel	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$7,280.00
			Notes: Registration and accommodations for teacher to attend PLC conference			
	5100	644-Computer Hardware Non-Capitalized	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$1,584.00
			Notes: Provide tablets for teachers to use in centers for reading,math, and science			
2	G1.B1.S2.A1					$45,598.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	130-Other Certified Instructional Personnel	0291 - Oscar Patterson Elem Magnet	Title I, Part A	0.5	$23,879.00
			Notes: Teacher to support students in inclusion classes in reading			

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0291 - Oscar Patterson Elem Magnet	Title I, Part A	0.02	$2,804.00
		Notes: Pay teachers to tutor students in reading and math on Saturdays in Feb. and Mar.				
	5100	120-Classroom Teachers	0291 - Oscar Patterson Elem Magnet	Title I, Part A	0.08	$12,172.00
		Notes: Pay teachers to instruct and remediate students during summer				
	6400	750-Other Personal Services	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$3,964.00
		Notes: PLCs to analyze data and make instructional decisions				
	6150	360-Rentals	0291 - Oscar Patterson Elem Magnet	Title I, Part A		$2,779.00
		Notes: Provide copy machine rental in parent center for parent notifications with tardies, attendance, discipline and current events				
3	**G1.B2.S1.A1**	**Provide classroom management training and decrease referrals**				**$0.00**
4	**G1.B2.S2.A1**	**Implement PBIS consisitently**				**$13,410.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	150-Aides	0291 - Oscar Patterson Elem Magnet	Title I, Part A	0.96	$13,410.00
		Notes: Paraprofessional to support PBIS				
					Total:	**$247,100.00**