Patronis Elementary School

2017-18 Schoolwide Improvement Plan

Patronis Elementary School

7400 PATRONIS DR, Panama City Beach, FL 32408

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	44%

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

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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 [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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Patronis Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

Patronis has a school wide behavior plan based on five expectations. Each grade level PLC designs and implements a positive plan for behavior that is taught, re-taught, and practiced every day. Simple, clear expectations are evident in writing in every classroom. Guidance counselors provide classroom guidance lessons on key character education traits grades K-5 along with a school wide ITV

character ed plan. Morning meetings and daily wrap ups will be embedded in the day. Simple behavioral infractions are handled by the teacher in collaboration with the students and their parents. With the goal in mind to minimize disruptions to the learning environment, more serious discipline issues are recorded in Focus and the student is referred to Administration. Administration works with guidance so that appropriate counseling can be delivered to help students make better choices in behavior in the future, and help with possible referrals to local agencies. A PROMISE paraprofessional will be established during the 2017-2018 school year to institute the goals of recover, reflect and return. Inclusion support paras will also be utilized. In addition, Bay District Security Force will provide access to officers during the school year on an as needed basis. A school wide behavior team led by special area will be established along with monthly data chats. Training will be embedded--inservice, Fred Jones, book study, etc.

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.

Navy base employees mentoring
Navy base contracted counselor
ESE Nurse
Health Dept. Nurse
Health Dept. Nurse Tech
2 school counselors who conduct small group and individual counseling sessions
School Psychologist for evaluations
Backpack Blessings Services through Woodlawn
MTSS Problem Solving Process: Tier 2: social skills, ZooU, Check In/Check Out, Mentoring; Tier 3: Individualized Functional Behavioral Assessments and Positive Behavioral Intervention PLans
Resources: District Social Workers, District Behavior Interventionists, Outside providers of counseling, Elevate Bay and Community partners
Promise Program

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

FOCUS D and F report
FOCUS attendance 10 or more days
FOCUS DR reports
FOCUS out of school suspension report
FOCUS FSA and MAP reports

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	28	17	17	13	18	23	0	0	0	0	0	0	0	116
One or more suspensions	3	6	3	0	5	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	1	1	1	1	0	4	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	14	24	0	0	0	0	0	0	0	40

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	2	1	4	7	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.

MTSS-Monthly Team Leadership and weekly Grade Level Meetings through PLC's, MTSS data chats are held monthly with MTSS staff training specialist, school budget allocates funding for MTSS paras to assist with interventions, MTSS/ESE interventionist assists with scheduling, meetings, district teams coming in, services to classrooms, guidance counselors very involved in case reviews.
SRA
Counseling
Administrator who oversees attendance and tardy issues
Truancy meetings with parents, guidance counselor, and administration
Truancy Court
Alternative In-school suspension
Cross-grade level data chats concerning D/F reports and administration pulls D/F report to support discussions surrounding grading and assessment; Vertical data discussions also
Summer School for ESE and retained third graders
Low 30% monitoring throughout school year-teacher conferences with admin, MAP reports (progress monitoring) and classroom assessments
PAWS-Panther Assistance With Standardized Testing-Teacher/Staff mentoring program
Special Area PLC's Deliberate Practice focused on improving attendance through H.E.R.O. project--
Here Every day, Ready, On Time--SA mentoring and strategies implemented

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Our school hosts several different events in order to encourage parents and teachers to join our PTO. Our very active PTO is an excellent way for all parents to become involved as it provides a multitude of flexible opportunities to volunteer. Surveys are sent out in order to determine how parents would best like to become involved. Later, the PTO board contacts parents based on their responses to the surveys.
The School Volunteer Program is another way in which parents and other family members are invited to become active and involved members of our school family.
Our Fall Open House and Spaghetti Dinner are also ways we encourage our families to see what is happening in each part of our school---from classrooms, to Special Areas, to our Media Center! Our

students are always proud to showcase their work and learning during this special event.
School Orientation K-5 paves the way at the beginning of each school year as students and families are welcomed to our campus. Students meet their new teachers and classmates.
Our School Advisory Council is made up of teachers, administrators, parents, community leaders, and business partners. During our SAC meetings, team leaders, administrators, and guests share current events and other exciting information taking place in the life of our school.
Teachers at our school encourage all of our parents to join and utilize Parent Portal. Information regarding its access, purpose, and use are frequently included in weekly newsletters, emails, and website updates provided by teachers.
Our Media Specialist maintains the Patronis Elementary School website so that families may have access to a wide variety of resources. Links to teacher emails and class websites are readily available. The school Google Calendar is also posted on the homepage with events updated frequently. Helpful links for parents and students are listed as well.
Our PTO keeps a very active Facebook page along with our school Facebook page.
Our PTO hosts a walk-a-thon for fundraising communicates large and small fundraising projects during this.

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.

Patronis Elementary School embraces our strong military community. Our school is less than one mile from the Naval Surface Warfare Center, our local Navy Base. This base is one of the major research, development, and test development centers nationwide. Many of our parents work at this Navy Base. We are fortunate to have volunteers, from engineers to enlisted men and women, work regularly with/mentoring our students. In addition, we recognized over 50 students in our school with active duty military parents.
Our PTO sponsors a Dance-A-Thon as our one-time annual school fundraiser. Over $35,000 was raised for the 2015-2016 school year thanks to our families and business partners such as Pineapple Willy's, Boatyard, Fatty Patty's, Frank Wood Plumbing, Carousel Grocery, Just Kidding, Stay at the Beach Rentals, and over 17 other Bronze Level Members. A shade for our playground was purchased along with other classroom needs with this funding. The 2017-2018 Dance-A-Thon will take place November 2nd.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Spivey, Ellie	Principal
Loyed, Brooke	Assistant Principal
Hull, Anna	Teacher, K-12
Senn, Carol	Instructional Media
Vines, Cyrethia	Teacher, K-12
Mathis, Michele	Teacher, ESE
Porter, Brenda	Teacher, K-12
Holbrook, Debra	Teacher, K-12
Good, Amy	Teacher, K-12
Pipkorn, Lorey	Teacher, K-12
Fagan, Nicole	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.

Administrators : Ellie Spivey and Brooke Loyed
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is
implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

PLC Leaders: Debra Holbrook, Cyrethia Vines, Amy Good, Brenda Porter, Anna Hull, Lorey Pipkorn, Nicole Fagan, Michele Math, and Carol Senn:
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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.

MTSS team will meet monthly. The team may meet more often at beginning of the school year. The team functions to conduct review of MAP assessments, classroom assessments, common assessments, FSA data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The team ensures MTSS professional development is provided to staff. The team is responsible for school-wide implementation. The team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and

School Improvement Plan.

Patronis does not receive Title I funding. Title II, etc. funds district personnel and initiatives that benefit our school. Social workers, OT/PT, ESE Resource teachers, School psychologists, behavior specialists, MTSS personnel, Reading specialists, etc. all help coordinate services at our school. SESIR training and anti-bully training are provided to the school and then to individual classes and groups of students. Patronis participates in the federal nutrition program and also has 44% either on free or reduced breakfast/lunch. High mobility rate lends itself to needing more resources from resources for Homeless.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kara Davis	Parent
Ellie Spivey	Principal
Brooke Loyed	Principal
Anna Hull	Teacher
Noemi Negron	Education Support Employee
Tiffany Dubose	Parent
Trease Kloess	Teacher
Caroline Brantley	Teacher
Katie Patronis	Business/Community
Student Council President	Student
Student Council VP	Student
Student Council Treasurer	Student
Student Council Secretary	Student
Cyrethia Vines	Teacher
Debra Holbrook	Teacher
Brenda Porter	Parent
Lorey Pipkorn	Teacher
Wendy Christian	Parent
Michele Mathis	Parent
Julia Harwell	Teacher
Carol Senn	Teacher
	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

We have limited money to support our School Improvement Plan. Tentatively, we will be looking at professional development conferences and trainings and supplies and materials to support our SIP.

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

Attendance Incentives--approx $685.53 (materials)

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
Hull, Anna	Teacher, K-12
Senn, Carol	Instructional Media
Loyed, Brooke	Assistant Principal
Spivey, Ellie	Principal

b. Duties

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

The following are all ways in which the LLT work to promote and support literacy within the school: MAP training and usage, Data discussions aligned with DP, MTSS data and intervention/remediation, demographic discussions, Achieve 3000 training, Teacher Appraisal System and Danielson model focused on reading and writing.
Literacy Team Leaders provide research-based strategies, Florida Standards resources and support for instruction/assessment, and share ideas/information across grade levels to enhance teaching and learning for all stakeholders.
Literacy Team Leaders attend trainings and seek out online resources which are shared school-wide in an effort to to support literacy at all grade levels.
Literacy Team Leaders utilize all available and released resources from the Florida Standards Assessment website and make sure all teachers are aware of its contents.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

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.

Our school uses the core instructional programs adopted by the district. This is ensured through monitoring of lesson plans, classroom walkthroughs, weekly PLC/curriculum meetings and data chats, and DPs. In addition, our teachers use the Bay District Schools Curriculum Guides-ELA, Math, Science, etc. for planning purposes. Grade levels discuss calendars and timelines on when certain standards should be taught for coherence. Teachers are provided professional development through DOE School Improvement office on FSA and how it affects School Improvement/School grading. Teachers are provided professional development on the Instructional Shifts in ELA and Math and walkthrough documents. ELA and math liaisons for each grade level attend district meetings on the standards and report back to their group monthly. Administrators trained in Eureka Math, Lesson Prep Protocol, Achieve 3000, updated CWT.

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.

The school uses adopted curriculum to appropriately and adequately differentiate for students. State standards are followed. MTSS is used to support students having extreme difficulty. ESE program services students with disabilities. Weekly PLC meetings focus on student data as do monthly MTSS data chats. MAP data, FSA data, Common Assessment data, etc. are all used to drive and modify instruction. MTSS provides research based programs and materials for each teacher to use based on student need and data. Low 30% data is discussed with each grade level based on MAP or FSA. In addition lesson preparation (planning) will show groupings and differentiation.

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:

NA

Strategy Rationale

NA

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

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

Fifth grade students and teachers visit our zoned middle School--Surfside in the spring of each school year through an organized field trip. Students are provided information and are allowed to tour the school and ask about electives and core courses. Parents are invited to a family meeting and are

provided forms to complete with student input. Teachers provide additional assessemnt information and complete recommendations for proper class placements.

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1. Patronis Elementary will implement school wide behavioral expectations/systems and grade level plans in order to decrease student referrals by 5%.

G2. Utilize Professional Learning Communities (PLCs) to increase student achievement in reading (with focus on low quartile).

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. Patronis Elementary will implement school wide behavioral expectations/systems and grade level plans in order to decrease student referrals by 5%. `1a`

🔍 G095574

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	0.05

Targeted Barriers to Achieving the Goal `3`

- Common vocabulary on documentation vs. discipline referral

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District resources-social works, behavior specialists, etc.

- Circle of influence

- PROMISE para

- Mentors

- ZooU

- Community resources-mentors, military counselors

Plan to Monitor Progress Toward G1. `8`

FOCUS quarterly reports

Person Responsible
Michele Mathis

Schedule
Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion
PROMISE log, FOCUS reports

G2. Utilize Professional Learning Communities (PLCs) to increase student achievement in reading (with focus on low quartile). `1a`

🔍 G095575

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - Grade 3	80.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement - Grade 4	76.0
FSA ELA Achievement - Grade 5	65.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need working knowledge of the FSA ELA material tested, format, rigor, test item blueprints

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Literacy Cafe

- District PLC days

- School-based ELA liaisons

- District-level Writing Contact

- Grade Level PLCs

- Achieve 3000 and Smarty Ants

Plan to Monitor Progress Toward G2. `8`

ELA proficiency will be monitored throughout the year. MAP, Writing Assessments, Classroom Assessments, common assessments, FOCUS grades (report card grades)

Person Responsible
Anna Hull

Schedule
Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion
Writing Assessments, MAP, FSA

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Brooke Loyed

Schedule
Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion
walk-throughs, MAPS reports, various other classroom and common assessments

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Patronis Elementary will implement school wide behavioral expectations/systems and grade level plans in order to decrease student referrals by 5%. `1`

🔑 G095574

G1.B1 Common vocabulary on documentation vs. discipline referral `2`

🔑 B257325

G1.B1.S1 Training during inservice and throughout year to clarify and repeat expectations as needed. `4`

🔑 S272256

Strategy Rationale

This discussion and training will be a natural segway into character education for our school.

Action Step 1 `5`

Prepare for inservice training August 7-10 and through school year.

Person Responsible

Carol Senn

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Agendas, PLC minutes

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

School wide behavior team will review monthly reports-FOCUS EWS and discipline referrals

Person Responsible

Michele Mathis

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Monthly reports

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

Administrators will pull quarterly reports to compare to previous year.

Person Responsible

Ellie Spivey

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Quarterly reports from FOCUS

G2. Utilize Professional Learning Communities (PLCs) to increase student achievement in reading (with focus on low quartile). 1

🔍 G095575

G2.B4 Teachers need working knowledge of the FSA ELA material tested, format, rigor, test item blueprints 2

🔍 B257330

G2.B4.S1 Utilize the FSA portal to access grade level resources. 4

🔍 S272259

Strategy Rationale

Updates are continuously done and updated on this site.

Action Step 1 5

PLCs will work together to access all needed materials for instruction and assessment from the FSA portal.

Person Responsible

Anna Hull

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Walkthroughs, PLC agendas, PLC minutes, work with other PLC chairs, lesson prep evidence

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

> **Person Responsible**
>
> **Schedule**
>
> **Evidence of Completion**

G2.B4.S2 Utilize Bay District Literacy Cafe. `4`

🔧 S272260

> **Strategy Rationale**
>
> Access to resources, common assessments, pacing guides, complex texts, paired passages, units (variety of curriculum resources)

Action Step 1 `5`

Teachers will work in PLCs to prepare units and lessons for instruction and assessment using Bay Literacy Cafe as a major resource.

> **Person Responsible**
>
> Brooke Loyed
>
> **Schedule**
>
> Weekly, from 8/7/2017 to 6/1/2018
>
> **Evidence of Completion**
>
> Lesson plans, PLC agendas and minutes, CWT,

Plan to Monitor Fidelity of Implementation of G2.B4.S2 `6`

> **Person Responsible**
>
> **Schedule**
>
> **Evidence of Completion**

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B4.S3 Utilize Achieve 3000 and Smarty Ants where appropriate within lesson preparations. `4`
🔧 S272261

Strategy Rationale

Complex text and non fiction exposure will strengthen reading skills.

Action Step 1 `5`

Teachers and admins will be trained on the appropiate level of implementation of Achieve 3000/ Smarty Ants while discussing lesson preparation for ELA.

Person Responsible

Ellie Spivey

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Lesson plans, CWT, PLC agendas and minutes, reports

Plan to Monitor Fidelity of Implementation of G2.B4.S3 `6`

Admin will monitor lesson plans, CWT's, PLC agendas and minutes

Person Responsible

Ellie Spivey

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Lesson plans, CWT's, PLC agendas and minutes

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 `7`

Monitor lesson plans, CWT's, PLC minutes and agendas

Person Responsible

Ellie Spivey

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Lesson plans, CWT's, PLC minutes and agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B4.S1.MA1 🔍 M391071	[no content entered]		No Start Date		No End Date one-time
G2.B4.S1.MA1 🔍 M391072	[no content entered]		No Start Date		No End Date one-time
G2.B4.S2.MA1 🔍 M391073	[no content entered]		No Start Date		No End Date one-time
G2.B4.S2.MA1 🔍 M391074	[no content entered]		No Start Date		No End Date one-time
G1.MA1 🔍 M391065	FOCUS quarterly reports	Mathis, Michele	8/7/2017	PROMISE log, FOCUS reports	6/1/2018 quarterly
G2.MA1 🔍 M391079	ELA proficiency will be monitored throughout the year. MAP, Writing Assessments, Classroom...	Hull, Anna	8/7/2017	Writing Assessments, MAP, FSA	6/1/2018 quarterly
G2.MA2 🔍 M391080	Systemic process toward increasing student achievement in SES and SWD groups will be analyzed	Loyed, Brooke	8/7/2017	walk-throughs, MAPS reports, various other classroom and common assessments	6/1/2018 quarterly
G1.B1.S1.MA1 🔍 M391063	Administrators will pull quarterly reports to compare to previous year.	Spivey, Ellie	8/7/2017	Quarterly reports from FOCUS	6/1/2018 quarterly
G1.B1.S1.MA1 🔍 M391064	School wide behavior team will review monthly reports-FOCUS EWS and discipline referrals	Mathis, Michele	8/7/2017	Monthly reports	6/1/2018 monthly
G1.B1.S1.A1 🔍 A365189	Prepare for inservice training August 7-10 and through school year.	Senn, Carol	8/7/2017	Agendas, PLC minutes	6/1/2018 monthly
G2.B4.S1.A1 🔍 A365195	PLCs will work together to access all needed materials for instruction and assessment from the FSA...	Hull, Anna	8/7/2017	Walkthroughs, PLC agendas, PLC minutes, work with other PLC chairs, lesson prep evidence	6/1/2018 monthly
G2.B4.S2.A1 🔍 A365196	Teachers will work in PLCs to prepare units and lessons for instruction and assessment using Bay...	Loyed, Brooke	8/7/2017	Lesson plans, PLC agendas and minutes, CWT,	6/1/2018 weekly
G2.B4.S3.MA1 🔍 M391075	Monitor lesson plans, CWT's, PLC minutes and agendas	Spivey, Ellie	8/7/2017	Lesson plans, CWT's, PLC minutes and agendas	6/1/2018 weekly
G2.B4.S3.MA1 🔍 M391076	Admin will monitor lesson plans, CWT's, PLC agendas and minutes	Spivey, Ellie	8/7/2017	Lesson plans, CWT's, PLC agendas and minutes	6/1/2018 weekly
G2.B4.S3.A1 🔍 A365197	Teachers and admins will be trained on the appropiate level of implementation of Achieve...	Spivey, Ellie	8/7/2017	Lesson plans, CWT, PLC agendas and minutes, reports	6/1/2018 biweekly

V. Professional Development Opportunities

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

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	Prepare for inservice training August 7-10 and through school year.	$0.00
2	G2.B4.S1.A1	PLCs will work together to access all needed materials for instruction and assessment from the FSA portal.	$0.00
3	G2.B4.S2.A1	Teachers will work in PLCs to prepare units and lessons for instruction and assessment using Bay Literacy Cafe as a major resource.	$0.00
4	G2.B4.S3.A1	Teachers and admins will be trained on the appropiate level of implementation of Achieve 3000/Smarty Ants while discussing lesson preparation for ELA.	$0.00
		Total:	$0.00