Read Pattillo Elementary School

2017-18 Schoolwide Improvement Plan

Read Pattillo Elementary School

400 6TH ST, New Smyrna Beach, FL 32168

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Registration, Meet the Teacher, and our open door policy are critical components in establishing and maintaining positive relationships between students and teachers on campus. Teachers work through coordinated "Getting to Know You" and "All About Me" activities in their classrooms. Teachers, students and parents review expectations through our K-2 and Grade 5 expectation evenings. Families are encouraged to participate in after hour events to support student learning and recreation within our school community.

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

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

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

Read-Pattillo's behavioral initiative, TARGET, reminds us of what we expect our students and staff to strive for throughout the year. Students receive recognition at the end of each 4.5 weeks if they have not received a referral to the office. End of the year activities will be provided for students who have zero referrals the entire year.
Take responsibility
Act appropriately
Respect everyone
Gain knowledge
Encourage others
Try your best

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential

announcements and student misconduct being handled immediately and with minimal interruption to instruction.

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

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

3. Early Warning Systems

The school's response to this section may 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.

The school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:
* Unweighted GPA
* Over age for grade
* Office Discipline Referrals (at risk if 2 or more)
* Attendance below 90% regardless of whether absence is excused or due to out-of-school suspensions
* Year to date suspensions (at risk if 1 or more)
* Number of prior retentions (at risk if 1 or more)
* Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	14	20	11	6	20	0	0	0	0	0	0	0	71
One or more suspensions	0	3	5	2	3	4	0	0	0	0	0	0	0	17
Course failure in ELA or Math	4	12	7	0	3	2	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	17	19	0	0	0	0	0	0	0	36

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	4	5	5	0	7	11	0	0	0	0	0	0	0	32

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

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

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

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

B. Family and Community Engagement

The school's response to this section may 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 444361.

2. Description

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

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

The school builds and sustains partnerships with the local community by holding events such as:
Meet the Teacher
K-2 Learning Expectations Night
5th Grade Learning Expectations Night
Open House
*Sparkle & Marvel with a Great Book
*Spring Into Reading with Poetry
January Jumping Beans
*Reading with a Twist
Winter Wonderland
Parents to Kids
Night of the Arts
Family Learning Night
Parents In Touch Videos
*New parent/community training

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Lewis, Kelly	Principal
Smith, Cindy	Instructional Coach
Hemingway, Laura	School Counselor
Anderson, Samantha	Instructional Media
St. Clair Hines, Tracy	Assistant Principal
Butler, Tarell	Teacher, K-12
Dinardi, Amy	Teacher, K-12
Crandall, Cindy	Teacher, ESE

b. Duties

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

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

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

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to

students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Read-Pattillo Elementary School include:
• Instructional Coach for the purpose of comprehensive staff development
• 1/2 time intervention
• TIPA Tutors
• STAR Tutors
• Supplemental funds for ongoing staff development as determined by the results of FSA data
• Supplemental tutoring after school
• Supplemental materials and supplies needed to close the achievement gap
• Parent to Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

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

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

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

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

Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

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

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

Nutrition Programs
Read-Pattillo offers a variety of nutrition programs including:

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

Housing Programs
N/A

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carnett Sill	Parent
Cindy Crandall	Teacher
Catherine McLane	Parent
Christi Franz	Parent
Dale Franz	Business/Community
Liz McDuffie	Business/Community
Sue Lueck	Teacher
Michelle Fuller	Parent
Winnie Crockrell	Education Support Employee
Kelly Lewis	Principal
Tracy Hines	Principal
Sarah Ann Helwig	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

At the initial meeting of the SAC on Sept. 18, 2017 for the 2017-18 school year the agenda included a review of the School Improvement Plan. The committee was asked for input at the meeting on potential goals and strategies. The committee also agreed to submit ideas to the Principal or SAC chair. Public Input on the plan was advertised for the annual Open House on Sept. 14. The SAC committee will meet again on October 2 for additional review and approval of the plan.

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

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

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

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

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Lewis, Kelly	Principal
Smith, Cindy	Instructional Coach
Anderson, Samantha	Instructional Media
Ely, Connie	Attendance/Social Work
Fraser, Cynthia	Psychologist
Hemingway, Laura	School Counselor
St. Clair Hines, Tracy	Assistant Principal

b. Duties

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

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

D. Public and Collaborative Teaching
The school's 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.

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

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Best Practive Content planning is provided for each grade level on a quarterly basis through Title I funding. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective

dialogue to deepen shared language and understanding of instructional practices. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on assessments.

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

(PST).

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

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

Strategy: After School Program

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Stoddard, Donna, dmstodda@volusia.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may 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.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.

• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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.

Teachers are building capacity in regard to the ELA & Math SHIFTS.
Classroom Walk-Through Data
• What evidence was collected and what overall trends do we see? (grade levels/subject area)
Student learning objectives posted, activities aligned and student voice were monitored. We saw increases in each area monitored.
• What supports were in place? Were they effective? (Professional Learning, Coaching, Feedback, etc.)
• Feedback from walks-effective
• ELA & Math Shifts- effective
• Academic Coach- effective
• TIPA Tutors- effective

District Assessments
• What overall trends do we see? (grade level/subject area)
There was some fluctuation with grade level VLT & VMT's. However, we consistently exceeded district averages in VLT's and the majority of VMT's.

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.

Monitor rigor of instruction and continue to provide support through coaching and intervention.

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

Strategic Goals Detail

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

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

🔍 G099226

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	67.0
Math Gains	61.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement	68.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	56.0
Statewide Science Assessment Achievement	78.0

Targeted Barriers to Achieving the Goal 3

- Lack of curriculum resources
- Unstructured PLCs
- Emotional well being

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum and District Specialists
- TIPA Tutors
- Title I Funds
- Academic Coach
- SAC funds
- Intervention Teacher
- Curriculum Maps/Models
- FSA Test Specifications
- Cadre Members

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting; SIP Midyear Review; VMT and SMT (math)/FSA ELA and Math Results

Person Responsible
Cindy Smith

Schedule
Monthly, from 9/5/2016 to 5/22/2018

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-in Sheet; Midyear Review in CIMS; Eduphoria and School Grade

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔍 G099226

G1.B2 Lack of curriculum resources 2

🔍 B267231

G1.B2.S1 Provide time and training to research, develop and implement effective curriculum resources for students, staff and parents 4

🔍 S283065

Strategy Rationale

Effective resources are required to implement standards

Action Step 1 5

Our teachers will select a subject area track during regional ERPLs

Person Responsible

Cindy Smith

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

DPP and or Staff Development Printouts

Action Step 2 5

Extended time for collaboration and development of resources

Person Responsible

Cindy Smith

Schedule

Quarterly, from 11/15/2017 to 5/25/2018

Evidence of Completion

Sign in, Agenda, Minutes

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

Teacher Lesson Plans, Learning Targets

Person Responsible

Kelly Lewis

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Required Lesson Plan documentation and walk throughs for learning targets

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

Learning walks with feedback from instruction practice guide data

Person Responsible

Kelly Lewis

Schedule

Monthly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Share Feedback

G1.B3 Unstructured PLCs 2

🔑 B267232

G1.B3.S1 to provide time and training to research develop and implement more Effective PLCs. 4

🔑 S283066

Strategy Rationale

Collaboration will make finding resources more efficient

Action Step 1 5

Establish Purpose for PLC

Person Responsible

Kelly Lewis

Schedule

On 9/5/2017

Evidence of Completion

PLC Minutes

Action Step 2 5

Develop PLC Structure

Person Responsible

Kelly Lewis

Schedule

On 9/19/2017

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Use PLC continuum rubric to monitor implementation

Person Responsible

Kelly Lewis

Schedule

Semiannually, from 9/5/2017 to 5/24/2018

Evidence of Completion

Use PLC continuum rubric to monitor implementation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Results of rubric

Person Responsible

Kelly Lewis

Schedule

Evidence of Completion

Summary description of results of rubric

G1.B6 Emotional well being 2

🔑 B267235

G1.B6.S3 Provide time training to research develop and implement social Emortional Well being strategies for students staff and parents. 4

🔑 S283069

Strategy Rationale

When primary needs are met individuals are able to access higher level processes.

Action Step 1 5

Schedule Staff Development on Inclusive Practices

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/2/2017 to 10/16/2017

Evidence of Completion

Staff sign in sheets

Action Step 2 5

School counselor wlll research, develop and train teachers/students to implement or practice social skill lessons

Person Responsible

Laura Hemingway

Schedule

Weekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S3 `6`

Teachers will be polled for additional topics, Ms. Hemingway will submit monthly activities.

Person Responsible

Tracy St. Clair Hines

Schedule

On 11/15/2017

Evidence of Completion

Survey Monkey will be utilized to add topics for the remainder of the year, List of classroom and small group training sessions.

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 `7`

Teachers will provide feedback regarding the sessions, Students will be polled regarding social skill training needs and feedback

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/4/2017 to 1/26/2018

Evidence of Completion

Following each session, feedback regarding the sessions will be requested from teachers. Students will be polled in November and May

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					
G1.B3.S1.MA1 🔍 M415389	Results of rubric	Lewis, Kelly	5/25/2018	Summary description of results of rubric	No End Date one-time
G1.B3.S1.A1 🔍 A382074	Establish Purpose for PLC	Lewis, Kelly	9/5/2017	PLC Minutes	9/5/2017 one-time
G1.B3.S1.A2 🔍 A382075	Develop PLC Structure	Lewis, Kelly	9/19/2017	PLC Minutes	9/19/2017 one-time
G1.B6.S3.A1 🔍 A382076	Schedule Staff Development on Inclusive Practices	St. Clair Hines, Tracy	10/2/2017	Staff sign in sheets	10/16/2017 monthly
G1.B6.S3.MA1 🔍 M415392	Teachers will be polled for additional topics, Ms. Hemingway will submit monthly activities.	St. Clair Hines, Tracy	11/15/2017	Survey Monkey will be utilized to add topics for the remainder of the year, List of classroom and small group training sessions.	11/15/2017 one-time
G1.B6.S3.MA1 🔍 M415391	Teachers will provide feedback regarding the sessions, Students will be polled regarding social...	St. Clair Hines, Tracy	10/4/2017	Following each session, feedback regarding the sessions will be requested from teachers. Students will be polled in November and May	1/26/2018 monthly
G1.B6.S3.A2 🔍 A382077	School counselor wlll research, develop and train teachers/students to implement or practice...	Hemingway, Laura	9/5/2017		4/27/2018 weekly
G1.MA1 🔍 M415393	SIP Progress Monitoring Meeting; SIP Midyear Review; VMT and SMT (math)/FSA ELA and Math Results	Smith, Cindy	9/5/2016	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet; Midyear Review in CIMS; Eduphoria and School Grade	5/22/2018 monthly
G1.B2.S1.MA1 🔍 M415387	Learning walks with feedback from instruction practice guide data	Lewis, Kelly	8/28/2017	Share Feedback	5/24/2018 monthly
G1.B2.S1.MA1 🔍 M415388	Teacher Lesson Plans, Learning Targets	Lewis, Kelly	8/15/2017	Required Lesson Plan documentation and walk throughs for learning targets	5/24/2018 weekly
G1.B3.S1.MA1 🔍 M415390	Use PLC continuum rubric to monitor implementation	Lewis, Kelly	9/5/2017	Use PLC continuum rubric to monitor implementation	5/24/2018 semiannually
G1.B2.S1.A1 🔍 A382072	Our teachers will select a subject area track during regional ERPLs	Smith, Cindy	9/1/2017	DPP and or Staff Development Printouts	5/25/2018 quarterly
G1.B2.S1.A2 🔍 A382073	Extended time for collaboration and development of resources	Smith, Cindy	11/15/2017	Sign in, Agenda, Minutes	5/25/2018 quarterly

V. Professional Development Opportunities

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

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

G1.B6 Emotional well being

G1.B6.S3 Provide time training to research develop and implement social Emortional Well being strategies for students staff and parents.

PD Opportunity 1

Schedule Staff Development on Inclusive Practices

Facilitator

Carl Coalson, Jacquie Dwyer, Melissa Bissessi, Dorothy Williams

Participants

Teachers and Admin

Schedule

Monthly, from 10/2/2017 to 10/16/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Our teachers will select a subject area track during regional ERPLs	$0.00
2	G1.B2.S1.A2	Extended time for collaboration and development of resources	$0.00
3	G1.B3.S1.A1	Establish Purpose for PLC	$0.00
4	G1.B3.S1.A2	Develop PLC Structure	$0.00
5	G1.B6.S3.A1	Schedule Staff Development on Inclusive Practices	$0.00
6	G1.B6.S3.A2	School counselor wlll research, develop and train teachers/students to implement or practice social skill lessons	$0.00
		Total:	$0.00