

Volusia County Schools

Read Pattillo Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	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 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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.

2018-19 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. Our school in implementing Sanford Harmony morning meets.

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 CRIMP (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, CRIMP, 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.

Citizenship
Inclusiveness
Mindset
Persistence

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, Â§ 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	2	1	3	2	2	6	0	0	0	0	0	0	0	16
One or more suspensions	2	1	2	2	1	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	1	5	0	0	0	0	0	0	0	6
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	2	1	3	2	2	6	0	0	0	0	0	0	0	16

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/658134>.

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

Mentoring Program

K-2 Learning Expectations Night

5th Grade Learning Expectations Night

Open House

August: Back to School Smart Snacks Show – How to offer and purchase healthy snacks for school, home, office and leisure time. The Nutrition/Happy Student Store table will be opened during “Meet and Greet the Teacher Day” and will share with all stakeholders how important it is to remove those sugary snacks from the kitchen and replace them with healthy on the go snacks. In addition family’s will receive a tool kit that will help them at home with academics, behavior and classroom expectations.

September: Open House- Mayor will lead the walking way! Walking the Talk- 30 mins before open house, families will be encouraged to register and walk the rainbow trail (fitness trail) with a list on conversation questions to talk to their students, family members or community member. A tracking “ Passport to School” book will be given to each participant, prizes will be awarded to those who complete the trail walk. All family and community members will be encouraged to join teachers and PTA, as we celebrate Read Pattillo’s new school year.

October: Potentially host in partnership with Florida Hospital Community “Getting to Know our

Neighbors”. This event will take place in the lobby of Florida Hospital. Free resources will be shared by fitness, nutrition, social and emotional and health professionals from our community.

November: Making Wise Shopping Choices: How to eat healthy and put money back in your change purse. Involves, math, reading and hands on learning activities.

December: December Dads- Dads and Grandfather will be encouraged to join our Physical Education Coach and teachers as we work together building a bird house, participating with a mental health counselor from Halifax Behavior Center; we will work on how to curb anger, stress and family emotional concerns that break us away from communicating how we feel at home and at school (involves science, hands on learning, math, communication skills and reading.)

January/February: Jumping January: The community will be invited to join Read-Pattillo’s student body and families for a day of Jump Roping as we learn together at school on how to measure our heart health beats (involves math and science).

March: Nutrition Month -School-wide community event- Motivation- Fitness- Working Together, Academic Performer Jack Hartman.

April: Celebration: Every family at Read-Pattillo will receive a special certificate during the school’s awards’ ceremony. This certificate will go to any student who attended at least three of the years fitness events during the 2018-2019 school year. Sign in sheets will be used to track student and family attendants.

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
Anderson, Samantha	Instructional Media
St. Clair Hines, Tracy	Assistant Principal
Dinardi, Amy	Teacher, K-12
Crandall, Cindy	Teacher, ESE
Schrader, Jen	Teacher, K-12
Rosen, Michael	Teacher, ESE
Butler, Tarell	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.

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 Rtl 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
Christi Franz	Parent
Dale Franz	Business/Community
Liz McDuffie	Business/Community
Michelle Fuller	Parent
Kelly Lewis	Principal
Tracy Hines	Principal
Sarah Ann Helwig	Student
Michael Rosen	Teacher
Jen Schraeder	Teacher
Estera Delavan	Parent
Kristin Owen	Parent
Latonya Thomas	Education Support Employee

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

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
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 Practice 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, Â§ 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, Â§ 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.** If Read-Pattillo sets high social emotional and learning expectations for each learner, then student achievement will increase

Strategic Goals Detail

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

G1. If Read-Pattillo sets high social emotional and learning expectations for each learner, then student achievement will increase **1a**

G100538

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	62.0
Math Gains	62.0
Math Lowest 25% Gains	54.0
FSA ELA Achievement	62.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	54.0
Statewide Science Assessment Achievement	68.0

Targeted Barriers to Achieving the Goal **3**

- Lack of common behavioral expectations for students
- Lack of PLC understanding/trust
- Social and emotional needs of the students

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**

PBIS team under the direction of the PBIS main point of contact will complete an end of year evaluation which will inform the revision of the action plan.

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 5/1/2019 to 5/31/2019

Evidence of Completion

End of year evaluation which will inform the revision of the action plan.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Read-Pattillo sets high social emotional and learning expectations for each learner, then student achievement will increase **1**

G100538

G1.B1 Lack of common behavioral expectations for students **2**

B271139

G1.B1.S1 Create, implement, and monitor a foundation for a tiered-system of support that will help to create a school wide behavior plan for ensuring that students, staff and parents are supported, connected and thriving in the school environment. (PBIS) **4**

S287032

Strategy Rationale

Foundations of behavior need to be set up before we can address individual needs

Action Step 1 **5**

Identify a PBIS team member who will be the main point of contact for the district's PBIS District Coordinator and PBIS Project staff. (This individual will be responsible for communicating updates about PBIS, entering PBIS evaluation data into an online database ((PBS Evaluation System, PBSES)) three times annually, communicating the results of evaluation data to the rest of the PBIS team, and ensuring evaluation results are used to plan school wide implementation

Person Responsible

Tracy St. Clair Hines

Schedule

On 5/31/2019

Evidence of Completion

Contact established

Action Step 2 **5**

PBIS Team will receive training which includes the development of an action plan for the school

Person Responsible

Jen Schrader

Schedule

Monthly, from 6/11/2018 to 7/25/2019

Evidence of Completion

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

PBIS Team will train the staff and implement the action plan.

Person Responsible

Kelly Lewis

Schedule

Monthly, from 8/13/2018 to 8/13/2018

Evidence of Completion

Mid Year evaluation PBIS Team/Contact

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

PBIS Teams meet monthly (at least) to analyze and problem-solve school-wide data and continue to build faculty consensus through ongoing training and PBIS updates (via faculty meetings, etc.), and revise the action plan as needed.

Person Responsible

Kelly Lewis

Schedule

Monthly, from 9/12/2016 to 5/15/2019

Evidence of Completion

Agendas/Sign In

G1.B3 Lack of PLC understanding/trust **2**

 B271141

G1.B3.S1 Restructure professional learning communities to create a common school-wide system that is focused on the components (SEL, individualized instruction, high expectations) of the school improvement goal in order to improve instruction and increase learning. **4**

 S287034

Strategy Rationale

Action Step 1 **5**

Establish a PLC protocol (PLC Protocol includes: agenda items, definition of agenda items, roles/responsibilities, How-to, method for sharing PLC minutes)

Person Responsible

Kelly Lewis

Schedule

Weekly, from 10/3/2017 to 5/31/2019

Evidence of Completion

PLC Minutes

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

Create a new PLC agenda template (Data, PBIS feedback, Sanford Harmony feedback, updates, team level essentials)

Person Responsible

Kelly Lewis

Schedule

Semiannually, from 10/2/2017 to 5/24/2018

Evidence of Completion

Use PLC agenda to track data at weekly meetings

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

Create a faculty assessment regarding PLC effectiveness

Person Responsible

Kelly Lewis

Schedule

Quarterly, from 10/31/2018 to 5/31/2019

Evidence of Completion

Schedule quarterly faculty assessments to get feedback regarding PLC effectiveness

G1.B6 Social and emotional needs of the students 2

 B271144

G1.B6.S1 Implement and monitor an SEL program that ensures students, staff, and parents are supported, connected, and thriving in the school community. 4

 S287035

Strategy Rationale

Data indicates that students are struggling with social/emotional needs that are affecting academic achievement

Action Step 1 5

Implement and monitor an SEL program that ensures students, staff, and parents are supported, connected, and thriving in the school community.

Person Responsible

Carolyn Courtney

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Teachers will conduct a five minute “meet up” session daily in core classrooms (using Sanford Harmony curriculum).

Person Responsible

Kelly Lewis

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

During pre-planning, the PBIS team will share the Sanford Harmony plan with the staff.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Teachers will conduct a 10 minute “buddy up” session once a week (using Sanford Harmony curriculum).

Person Responsible

Kelly Lewis

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

V. Professional Development Opportunities

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

G1. If Read-Pattillo sets high social emotional and learning expectations for each learner, then student achievement will increase

G1.B1 Lack of common behavioral expectations for students

G1.B1.S1 Create, implement, and monitor a foundation for a tiered-system of support that will help to create a school wide behavior plan for ensuring that students, staff and parents are supported, connected and thriving in the school environment. (PBIS)

PD Opportunity 1

PBIS Team will receive training which includes the development of an action plan for the school

Facilitator

Amanda Ellzey

Participants

PBIS Team

Schedule

Monthly, from 6/11/2018 to 7/25/2019

G1.B6 Social and emotional needs of the students

G1.B6.S1 Implement and monitor an SEL program that ensures students, staff, and parents are supported, connected, and thriving in the school community.

PD Opportunity 1

Implement and monitor an SEL program that ensures students, staff, and parents are supported, connected, and thriving in the school community.

Facilitator

Justin Lipomi, Carolyn Courtney

Participants

Teachers

Schedule

Weekly, from 8/13/2018 to 5/31/2019












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	Identify a PBIS team member who will be the main point of contact for the district's PBIS District Coordinator and PBIS Project staff. (This individual will be responsible for communicating updates about PBIS, entering PBIS evaluation data into an online database ((PBS Evaluation System, PBSES)) three times annually, communicating the results of evaluation data to the rest of the PBIS team, and ensuring evaluation results are used to plan school wide implementation	\$0.00
2	G1.B1.S1.A2	PBIS Team will receive training which includes the development of an action plan for the school	\$0.00
3	G1.B3.S1.A1	Establish a PLC protocol (PLC Protocol includes: agenda items, definition of agenda items, roles/responsibilities, How-to, method for sharing PLC minutes)	\$0.00
4	G1.B6.S1.A1	Implement and monitor an SEL program that ensures students, staff, and parents are supported, connected, and thriving in the school community.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B3.S1.MA1  M424977	Create a new PLC agenda template (Data, PBIS feedback, Sanford Harmony feedback, updates, team...	Lewis, Kelly	10/2/2017	Use PLC agenda to track data at weekly meetings	5/24/2018 semiannually
G1.B1.S1.MA1  M424973	PBIS Team will train the staff and implement the action plan.	Lewis, Kelly	8/13/2018	Mid Year evaluation PBIS Team/ Contact	8/13/2018 monthly
G1.B1.S1.MA1  M424972	PBIS Teams meet monthly (at least) to analyze and problem-solve school-wide data and continue to...	Lewis, Kelly	9/12/2016	Agendas/Sign In	5/15/2019 monthly
G1.MA1  M424980	PBIS team under the direction of the PBIS main point of contact will complete an end of year...	St. Clair Hines, Tracy	5/1/2019	End of year evaluation which will inform the revision of the action plan.	5/31/2019 monthly
G1.B1.S1.A1  A388947	Identify a PBIS team member who will be the main point of contact for the district's PBIS District...	St. Clair Hines, Tracy	7/2/2018	Contact established	5/31/2019 one-time
G1.B3.S1.MA1  M424976	Create a faculty assessment regarding PLC effectiveness	Lewis, Kelly	10/31/2018	Schedule quarterly faculty assessments to get feedback regarding PLC effectiveness	5/31/2019 quarterly
G1.B3.S1.A1  A388951	Establish a PLC protocol (PLC Protocol includes: agenda items, definition of agenda items,...	Lewis, Kelly	10/3/2017	PLC Minutes	5/31/2019 weekly
G1.B6.S1.MA1  M424978	Teachers will conduct a 10 minute "buddy up" session once a week (using Sanford Harmony...	Lewis, Kelly	10/1/2018		5/31/2019 quarterly
G1.B6.S1.MA1  M424979	Teachers will conduct a five minute "meet up" session daily in core classrooms (using Sanford...	Lewis, Kelly	10/1/2018	During pre-planning, the PBIS team will share the Sanford Harmony plan with the staff.	5/31/2019 quarterly
G1.B6.S1.A1  A388952	Implement and monitor an SEL program that ensures students, staff, and parents are supported,...	Courtney, Carolyn	8/13/2018		5/31/2019 weekly
G1.B1.S1.A2  A388948	PBIS Team will receive training which includes the development of an action plan for the school	Schrader, Jen	6/11/2018		7/25/2019 monthly