

Volusia County Schools

# Pathways Elementary School



## 2018-19 Schoolwide Improvement Plan

## Pathways Elementary School

2100 AIRPORT RD, Ormond Beach, FL 32174

<http://myvolusiaschools.org/school/pathways/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	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	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 Pathways Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Together, we will develop the skills, knowledge, and values needed to address challenges effectively in a rapidly changing world.

##### b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

#### 2. School Environment

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

Yearly school orientation between teachers and students outlining school expectations, program, events as well as learning opportunities.

Students have an opportunity to participate in numerous after-school activities including ten clubs. i.e. news crew, student council, safety patrol, performing arts, girls on the run, gardening, running, STEM, chess, etc.

We feature a special area schedule that promotes equal access for all students and all special areas. During open house and meet the teacher we provide opportunity for students to visit and learn about their classroom environments.

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

We have increased safety and security measures concerning parent drop off and pick up. We have changed our student waiting areas so that they are all indoors. We have implemented a number and ticket system for student dismissal.

Our school counselor has an anonymous box to report bullying and to also request time to talk to our school counselor.

We have a rotation schedule for administrative and counselor visibility within our school.

We have nine life skills that students practice to reinforce positive social skills with others.

School guardian who walks and monitors the campus.

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

We provide "Patriot Pride" tickets to reinforce positive behaviors school-wide. When classes reach a total of 25 tickets our administrative team acknowledges them on the morning news and the class receives a special reward.

We expect students to be respectful and courteous to fellow students and adults at all times. When students misbehave, teachers will involve parents.

Instructional time is protected by the principal which is evidenced by student misconduct being handled immediately and with minimum interruption to instruction.

All students K-5 know all the essential life skills that they should be using throughout the day.

The CHAMPS program has been implemented in grades K-5

**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.**

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

D.A.R.E.

Student Mentoring Program

Peer Mediation Program

Crisis Training Program

Suicide Prevention Program

Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis-aggregate data to determine if individual students, classroom, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

**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.**

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	2	8	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Student Rententions	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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

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

**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 (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) 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 (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). 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?

No

#### 1. PFEP Link

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

#### 2. Description

Bring Your Own Technology (BYOT) Parent Information & Tech Support Meetings  
Assessment & Common Core Parent Information Meeting  
Curriculum Cadre Nights  
Math Night at Publix  
Maintain high level of volunteers within our school  
Monthly Pathways "Night Out" for dinner at one of our business sponsors  
Monthly PTA Meetings  
Monthly SAC Meetings  
PTA Sponsored Events (Soc Hop, Fall Festival, 80's Night, Field Days, etc...)  
After School Clubs  
Donuts with Dads  
Oasis Church  
Provision Packs

### 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.

We have partnered with the City of Ormond Beach and their outreach department within the city's police department. The city provides the D.A.R.E. (Drug, Abuse, Resistance, Education) to schools within the city limits. Students learn about the DARE decision making model (making wise choices) with any decision they make.

Pathways is a Five Star school with a very active PTA and community business partners.

Pathways has partnered with a variety of local business to support our school through banner



advertisements, monetary donations and peer mentoring opportunities.

Partner with Hershey's Ice Cream- teachers and staff have a night that part of proceeds go to school

## 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
Schwartz, Gregory	Principal
Moore, Michelle	School Counselor
Flannery, Heidi	Instructional Coach
Kent, Heather	Teacher, K-12
Pascoe, Carolyn	Teacher, K-12
Sampson, Stacy	Teacher, K-12
Richards, Nicole	Teacher, K-12
Graf, Leah	Teacher, K-12
Coleman, Matt	Teacher, K-12
Zimmer, Julie	Teacher, K-12
Jefferson, Tranesha	Assistant Principal
Taylor, James	Teacher, ESE
Fuller, Christine	Teacher, ESE
McCabe, Kelly	Instructional Media

#### 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/schools. 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Heidi Gabriel	Teacher
Sharon Barnes	Parent
Tara Floyd	Teacher
Amy Graham	Parent
Cheryl Wasylean	Education Support Employee
Leah Graf	Teacher
Jonelle Horsley	Parent
Lisa Benetiz	Parent
Kimberly Becker	Parent
Christina Hehre	Parent
Katie Thiel	Parent
Kristen Robbins	Business/Community
Matt Coleman	Teacher
Kelly McCabe	Teacher
James Taylor	Teacher
Caden Robbins	Student
Emily Barnes	Student
John Ryan	Parent
Ryan Will	Parent
Brynn Will	Teacher
Greg Schwartz	Principal
Jess Sznaptajler	Parent
Claudia Dinardo	Parent
	Student

### b. Duties

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

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

*a. Evaluation of last year's school improvement plan*

Administration and the school advisory council met to evaluate the effectiveness of last year's school improvement plan. The SAC discussed the 2017 school assessment data. In addition, our school's faculty received the results and the leadership, with input from the teachers, met to engage in step zero.

*b. Development of this school improvement plan*

The primary purpose of a SAC is to assist in the preparation of the school improvement plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The SAC shall be responsible for the final decision making at the school relating to the school improvement process and plan.

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

The schools annual budget and plan are shared for input and discussion at the October SAC meeting. Updates on the schools budget, spending, and progress indicators are shared are monthly SAC meetings.

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

During the 2016-2017 school year, a total of \$602.84 was spent on a Technology Conference.

**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
Schwartz, Gregory	Principal
Moore, Michelle	School Counselor
Flannery, Heidi	Instructional Coach
Kent, Heather	Teacher, K-12
Pascoe, Carolyn	Teacher, K-12
Sampson, Stacy	Teacher, K-12
Coleman, Matt	Teacher, K-12
Graf, Leah	Teacher, K-12
Zimmer, Julie	Teacher, K-12
Richards, Nicole	Teacher, K-12
McCabe, Kelly	Instructional Media
Taylor, James	Teacher, ESE

**b. Duties**

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

To ensure teachers at their grade level or in their department are meeting regularly in Professional Learning Communities to address the essential questions:

- What do we want students to learn?
- How will we know that students have learned what we want them to learn?
- How will we give time and support to students who don't learn what we want them to learn?
- How will we give time and support to students who already know or learn quickly what we want them to learn?

**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 and intervention times.

Scheduled weekly PLC (professional learning communities)

Leadership team meetings, SIP Committee, Grant Writing Committee, Professional Development Committee, Learning Walks. These are all critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLC's make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with language and understanding of instructional practices. Action plans created and PLC meetings are submitted to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure the teachers have the structure and time to provide feedback on their lesson study experiences.

Professional development plays a significant part in designing instruction to meet student needs and teachers collaborate with each other. Instructional reviews, combined with administrative walk-through's provide leadership with data to identify areas in which additional follow up instruction is needed. The leadership team meets monthly to discuss the trends that are happening in the classroom.

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

Leadership opportunities: Team Leader, Committee Chair, SAC Representative

Professional Development

Professional Learning Communities

Celebrations/Teacher Recognition (Teacher of the Quarter, Teacher of the Year)

Student showcase/acknowledgement through awards assemblies

Full implementation for the Volusia's System for Empowering Teachers, based on Charlotte Danielson's Framework for Effective Teachers

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

E3 is a two year program for the novice teacher, a one year program for the experienced teacher new to Volusia County Schools, and a one year program for teachers returning to Volusia County Schools with two or more years break in service. All E3 Y1 teachers will have a "Teacher Partner" assigned to them by a school administrator. The implementation of the academic coach will often act as the "Teacher Partner". The novice teacher will receive a Peer Assistance and Review (PAR) teacher mentor.

Teachers also have the opportunity to work with our Academic Coach. First year teachers will have a full year of support (minimum of 45-60 minutes a week), Other teachers, new, new to the grade level or veteran teachers wanting to change or improve their practice will also have access to the Academic Coach

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Our school utilizes the district generated curriculum maps and modules that have been aligned to meet all of the requirements of Florida's standards. Any additional resources purchased are aligned with the Florida State Standards.

Additionally teacher teams create diagnostic, formative and summative assessments to monitor student achievement.

PLC meetings help to insure that programs and materials are meeting the needs of our students and are aligned to FL standards

#### 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.**

We consistently meet in PLC's and share classroom/district data within our teams to identify students that are not meeting mastery. Collaboratively PLC teams create plans to meet the needs of these students and reassess the data through ongoing progress monitoring.

Ex: After students are identified as needing intervention, we provide supplemented material for our intermediate grade levels within the school day and provide additional instruction for the standards that have not been mastered.

Ex: Within grade levels our PLC's identify students that need additional guidance and direction with their academic progress. Students participate in SIPPS program and they receive remedial instruction. Intervention is offered school-wide on a daily basis at Pathways Elementary within the instructional day. All instructional staff is a part of this intervention.

**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: 3,000**

Pathways offers 10 after school club opportunities, after school tutoring for science, ELA and math as well as professional development committee meetings.

***Strategy Rationale***

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on identified core concepts. After school clubs enrich the overall learning experience as students are able to choose the club that interests them. Professional development is based on survey of teacher needs with student learning as the focus.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Schwartz, Gregory, glschwar@volusia.k12.fl.us

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

Classroom diagnostic, formative, summative and district assessments are used to identify students who could benefit from remedial or enrichment activities. In some cases skills are retaught and retested. Results of diagnostic, formative summative and district assessments are monitored.

**Strategy:** Summer Program

**Minutes added to school year:** 7,200

Summer Reading Camp and Extended School Year for ESE students.

***Strategy Rationale***

The Summer Reading Camp is designed to support our 3rd grade FSA level 1 and 2 in the area of ELA. This program helps these students to build their reading and writing skills. The Extended School Year is designed for our ESE students to continue working on their IEP goals and objectives.

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

Jefferson, Tranesha, trjeffe@volusia.k12.fl.us

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

Summer Reading Camp is provided to general education and ESE third graders who do not pass the FSA-Reading. Reading portfolio data is collected as well as results of the alternative assessment students take at the end of Summer Reading Camp. ESE students who meet the criteria for Extended School Year services are identified from their IEPs.

**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.***

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

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

**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.**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If leaders at Pathways Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase student achievement.

## 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 leaders at Pathways Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase student achievement. 1a

G100553

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	65.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	70.0
Math Lowest 25% Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge to implement standards

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

- PD Development, academic coach, PLC's, curriculum maps/ modules, curriculum specialists, cadre members, SAC, CPalms

**Plan to Monitor Progress Toward G1.** 8

SIP progress monitoring meeting

**Person Responsible**

Gregory Schwartz

**Schedule**

On 10/16/2018

**Evidence of Completion**

SIP progress monitoring meeting, minutes and sign-om sheet- student assessment data will be used to track effectiveness

**Plan to Monitor Progress Toward G1.** 8

SIP Midyear review

**Person Responsible**

Gregory Schwartz

**Schedule**

On 1/14/2019

**Evidence of Completion**

Midyear review and CIMS- student assessment data will be used to track effectiveness

**Plan to Monitor Progress Toward G1. 8**

Data Walks

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Data walk feedback

**Plan to Monitor Progress Toward G1. 8**

SLT Meetings

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Agenda and minutes

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If leaders at Pathways Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase student achievement. **1**

 G100553

**G1.B1** Lack of knowledge to implement standards **2**

 B271234

**G1.B1.S1** Plan professional development with the goal to have a deeper understanding of standards-aligned instruction **4**

 S287104

### Strategy Rationale

Teachers do not have a deep understanding of the prerequisites standards

### Action Step 1 **5**

Meet with SLT team to plan PD for faculty (standards planning, test specs, progression maps)

#### Person Responsible

Gregory Schwartz

#### Schedule

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

#### Evidence of Completion

MyPGS, VXT data, I-ready Data

### Action Step 2 **5**

Teacher participation in district content sessions supporting standards-aligned instruction during the 2018-2019 school year

#### Person Responsible

Gregory Schwartz

#### Schedule

Quarterly, from 6/7/2018 to 2/27/2019

#### Evidence of Completion

PLC Minutes

### Action Step 3 5

Teachers participate in a school-based Professional Learning focused on collective efficacy and supporting standards-aligned instruction during 2018-2019 school year

**Person Responsible**

Gregory Schwartz

**Schedule**

Monthly, from 8/22/2018 to 5/31/2019

***Evidence of Completion***

PLC Minutes

### Action Step 4 5

Teachers incorporate the information from professional learning in their classrooms

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 8/22/2018 to 5/31/2019

***Evidence of Completion***

PLC Minutes

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

Administration data walks

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

data walk collection tool

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

Analyze collected data, discuss the impact of the Professional Learning plan at monthly Leadership Team meetings

**Person Responsible**

Gregory Schwartz

**Schedule**

Monthly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Quarterly Data Walks, Team Leader Minutes, VXT Data

**G1.B1.S2** Continue to develop highly effective PLC's to plan and implement standards-aligned instruction

4

 S287105

**Strategy Rationale**

PLC's need to have a stronger focus on data driving the instruction

**Action Step 1** 5

PLC's with a focused agenda

**Person Responsible**

Heidi Flannery

**Schedule**

Weekly, from 8/23/2018 to 5/30/2019

***Evidence of Completion***

PLC Minutes

**Action Step 2** 5

Analyze standards data to target low performing students

**Person Responsible**

**Schedule**

Weekly, from 8/30/2018 to 5/30/2019

***Evidence of Completion***

PLC Minutes

**Action Step 3** 5

Continue weekly meetings as our PLC structure

**Person Responsible**

Gregory Schwartz

**Schedule**

Weekly, from 8/23/2018 to 5/30/2019

***Evidence of Completion***

Faculty meeting agendas, PLC minutes



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

Administrators will attend weekly PLC meetings

**Person Responsible**

Gregory Schwartz

**Schedule**

Weekly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

PLC minutes

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

SIP Progress Monitoring Meeting

**Person Responsible**

Gregory Schwartz

**Schedule**

On 11/2/2018

***Evidence of Completion***

Minutes, student assessment data

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

SIP Progress Monitoring Meeting

**Person Responsible**

Gregory Schwartz


**Schedule**

On 11/2/2018

***Evidence of Completion***

Minutes, CIMS, student assessment data

**G1.B1.S3** Share instructional strategies 4

 S287106

**Strategy Rationale**

Expand teacher best practice toolbox

**Action Step 1** 5

Learning Walks (school based and partner school)

**Person Responsible**

Heidi Flannery

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Learning walk feedback forms

**Action Step 2** 5

Verticle Team collaboration on instructional practices

**Person Responsible**

Heidi Flannery

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Faculty meeting agenda

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administration will conduct data walks

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Data walk collection tool

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Data Walks

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Data walk tools, feedback to teachers,

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Grade Level Meetings

**Person Responsible**

Heidi Flannery

**Schedule**

Biweekly, from 9/4/2018 to 5/30/2019

***Evidence of Completion***

Agenda, minutes

## V. Professional Development Opportunities

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

**G1.** If leaders at Pathways Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase student achievement.

### **G1.B1** Lack of knowledge to implement standards

**G1.B1.S1** Plan professional development with the goal to have a deeper understanding of standards-aligned instruction

#### **PD Opportunity 1**

Teacher participation in district content sessions supporting standards-aligned instruction during the 2018-2019 school year

##### **Facilitator**

Gregogry Schwartz

##### **Participants**

faculty

##### **Schedule**

Quarterly, from 6/7/2018 to 2/27/2019

#### **PD Opportunity 2**

Teachers participate in a school-based Professional Learning focused on collective efficacy and supporting standards-aligned instruction during 2018-2019 school year

##### **Facilitator**

Academic Coach

##### **Participants**

faculty

##### **Schedule**

Monthly, from 8/22/2018 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	Meet with SLT team to plan PD for faculty (standards planning, test specs, progression maps)	\$0.00
2	G1.B1.S1.A2	Teacher participation in district content sessions supporting standards-aligned instruction during the 2018-2019 school year	\$0.00
3	G1.B1.S1.A3	Teachers participate in a school-based Professional Learning focused on collective efficacy and supporting standards-aligned instruction during 2018-2019 school year	\$0.00
4	G1.B1.S1.A4	Teachers incorporate the information from professional learning in their classrooms	\$0.00
5	G1.B1.S2.A1	PLC's with a focused agenda	\$0.00
6	G1.B1.S2.A2	Analyze standards data to target low performing students	\$0.00
7	G1.B1.S2.A3	Continue weekly meetings as our PLC structure	\$0.00
8	G1.B1.S3.A1	Learning Walks (school based and partner school)	\$0.00
9	G1.B1.S3.A2	Verticle Team collaboration on instructional practices	\$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
<b>2019</b>					
G1.MA1 M425213	SIP progress monitoring meeting	Schwartz, Gregory	10/16/2018	SIP progress monitoring meeting, minutes and sign-on sheet- student assessment data will be used to track effectiveness	10/16/2018 one-time
G1.B1.S2.MA1 M425205	SIP Progress Monitoring Meeting	Schwartz, Gregory	10/16/2018	Minutes, student assessment data	11/2/2018 one-time
G1.B1.S2.MA1 M425206	SIP Progress Monitoring Meeting	Schwartz, Gregory	10/16/2018	Minutes, CIMS, student assessment data	11/2/2018 one-time
G1.MA2 M425214	SIP Midyear review	Schwartz, Gregory	1/14/2019	Midyear review and CIMS- student assessment data will be used to track effectiveness	1/14/2019 one-time
G1.B1.S1.A2 A389262	Teacher participation in district content sessions supporting standards-aligned instruction during...	Schwartz, Gregory	6/7/2018	PLC Minutes	2/27/2019 quarterly
G1.MA3 M425215	Data Walks	Schwartz, Gregory	9/4/2018	Data walk feedback	5/30/2019 quarterly
G1.MA4 M425216	SLT Meetings	Schwartz, Gregory	9/4/2018	Agenda and minutes	5/30/2019 quarterly
G1.B1.S1.MA1 M425203	Analyze collected data, discuss the impact of the Professional Learning plan at monthly Leadership...	Schwartz, Gregory	9/4/2018	Quarterly Data Walks, Team Leader Minutes, VXT Data	5/30/2019 monthly
G1.B1.S1.MA1 M425204	Administration data walks	Schwartz, Gregory	9/4/2018	data walk collection tool	5/30/2019 quarterly
G1.B1.S2.MA1 M425207	Administrators will attend weekly PLC meetings	Schwartz, Gregory	9/4/2018	PLC minutes	5/30/2019 weekly
G1.B1.S2.A1 A389265	PLC's with a focused agenda	Flannery, Heidi	8/23/2018	PLC Minutes	5/30/2019 weekly
G1.B1.S2.A2 A389266	Analyze standards data to target low performing students		8/30/2018	PLC Minutes	5/30/2019 weekly
G1.B1.S2.A3 A389267	Continue weekly meetings as our PLC structure	Schwartz, Gregory	8/23/2018	Faculty meeting agendas, PLC minutes	5/30/2019 weekly
G1.B1.S3.MA1 M425208	Data Walks	Schwartz, Gregory	9/4/2018	Data walk tools, feedback to teachers,	5/30/2019 quarterly
G1.B1.S3.MA3 M425209	Grade Level Meetings	Flannery, Heidi	9/4/2018	Agenda, minutes	5/30/2019 biweekly
G1.B1.S3.MA1 M425210	Administration will conduct data walks	Schwartz, Gregory	9/4/2018	Data walk collection tool	5/30/2019 quarterly
G1.B1.S3.A1 A389268	Learning Walks (school based and partner school)	Flannery, Heidi	9/4/2018	Learning walk feedback forms	5/30/2019 quarterly
G1.B1.S3.A2 A389269	Verticle Team collaboration on instructional practices	Flannery, Heidi	9/4/2018	Faculty meeting agenda	5/30/2019 quarterly
G1.B1.S1.A3 A389263	Teachers participate in a school-based Professional Learning focused on collective efficacy and...	Schwartz, Gregory	8/22/2018	PLC Minutes	5/31/2019 monthly
G1.B1.S1.A4 A389264	Teachers incorporate the information from professional learning in their classrooms	Schwartz, Gregory	8/22/2018	PLC Minutes	5/31/2019 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1  A389261	Meet with SLT team to plan PD for faculty (standards planning, test specs, progression maps)	Schwartz, Gregory	6/7/2018	MyPGS, VXT data, I-ready Data	6/7/2019 monthly