2013-2014 SCHOOL IMPROVEMENT PLAN

Read Pattillo Elementary School

400 6TH ST

New Smyrna Beach, FL 32168

386-426-7400

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	26%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Read Pattillo Elementary Schl

Principal
Marilyn Travis

School Advisory Council chair
Tara Geiger

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Marilyn Travis	Principal
Tara Geiger	Teacher on Assignment
Cindy Smith	Math Coach
Shelly Osterman	ISTOA

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC is comprised of twelve members; five are Volusia County employees. 58% are parents and community members not employed by the District, which meets the requirement that at least 51% are non-District employees. Tara Geiger was nominated and approved as SAC chair on September 3, 2013. Support personnel is represented by Karen Allen, and the business partner is Abbie Naff.

Involvement of the SAC in the development of the SIP

At the initial meeting of the SAC on Sept. 2, 2013 for the 2013-13 school year the agenda included a review of the academic data from 2012-13. A data trend review from the last three years was presented. The committee was asked for feedback at the meeting on potential goals and strategies. The committee also agreed to submit ideas via email to the SAC chair. Public Input on the plan was advertised for the annual Open House on Sept. 19. An afternoon session was scheduled for Sept. 20. The SAC committee met again on Sept. 23 for additional review and approval of the plan.

Activities of the SAC for the upcoming school year

Eight scheduled meetings
Review Data Input on budget expenditures
Review the Family Compact
Review processes for business partnerships, volunteers and shared decision making
Collaborate on and approve A+ funds if applicable
Provide input and feedback on the development of SAC Plan and Parent Involvement Plan
Review and provide input into the Safety and Security Plan
Review Climate Survey data

Projected use of school improvement funds, including the amount allocated to each project

There are no additional funds for 2013-14 appropriated at this time. There is $2,341.23 carry over money from the 2012-13 school year. The SAC will vote on any requests received for expenditure of the remaining funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Marilyn Travis		
Principal	Years as Administrator: 20	Years at Current School: 39

Credentials	MEd BS Early Childhood Education, Elementary Education, Educational Leadership
Performance Record	2012-2013 - B* School AMO 2013 target/actual reading 68%/59% math 65%/51% Learning Gains all/25%ile reading 53%/58% math 46%/38% 2011-2012 - A School 2010-2011 - A School, AYP 85% (85%R/79%M; 67%R/58%M; 66R/54%M) * 2009-2010 - B School, AYP 90% (82%R/83%M; 64%R/57%M; 33%R/67M) * 2008-2009 – A School, AYP 95% (86%R/86%M; 75%R/71%M; 74% R/64M) * 2007-2008 – A School, AYP 95% (87%R/86%M; 74%R/70%M; 59%R/68%M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Prior to 2007, Based on the Volusia County District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Cindy Smith		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5

Areas	Mathematics
Credentials	BA in Elementary Education MA in Elementary Education
Performance Record	2011-2012 - A School 2010-2011 - A School, AYP 85% (85%R/79%M;67%R/58%M;66%R/54%M) * 2009-2010 - B School, AYP 90% (82% R/83% M; 64% R/57% M; 33% R/67 M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
, 0%

 # ESOL endorsed
11, 30%

 # reading endorsed
6, 16%

 # with advanced degrees
12, 32%

 # National Board Certified
1, 3%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
5, 14%

 # with 6-14 years of experience
14, 38%

 # with 15 or more years of experience
16, 43%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Brittany Rumsey is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review person. Weekly visits by the PAR teacher is provided. Collaboration with the first grade team and academic coaching will also be available to Brittany.
Pamela Schwab is new to our school and district. She is being mentored by a highly qualified academic coach and collaborates with the kindergarten team. She will also have coaching on VSET domains.
Denise Gallagher is new to our school. She is being mentored by a highly qualified academic coach and collaborates with the kindergarten team.
Mary Jo Gibbs is a new guidance counselor to our school. Her support team consists of Marla Griffin, guidance counselor at Chisholm Elementary, and Amy Hall, district support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS Leadership Team 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Scantron reports provide further information regarding performance by both individual and groups of students in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership Team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Scantron will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program	
Minutes added to school year: 1,800	

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Classroom teachers who serve as tutors monitor the data. The Program facilitator also monitors the the data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Marilyn Travis	Principal
Tara Geiger	Teacher on Assignment
Dr. Mary Jo Gibbs	Guidance/Problem Solving Chair
Dr. Cynthia Fraser	School Psychologist
Cindy Smith	Math Coach
Shelly Osterman	IST / TOA
Connie Ely	Social Worker

How the school-based LLT functions

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.

Major initiatives of the LLT

Review the academic data and allocate resources as available to support academic achievement.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	72%
American Indian				
Asian				
Black/African American	53%	25%	No	58%
Hispanic				
White	73%	64%	No	76%
English language learners				
Students with disabilities	33%	29%	No	39%
Economically disadvantaged	64%	50%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	28%	40%
Students scoring at or above Achievement Level 4	64	31%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	68	53%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	19	58%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		18%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		18%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	34	52%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	51%	No	69%
American Indian				
Asian				
Black/African American	60%	21%	No	64%
Hispanic				
White	68%	58%	No	71%
English language learners				
Students with disabilities	43%	15%	No	48%
Economically disadvantaged	59%	41%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	29%	32%
Students scoring at or above Achievement Level 4	46	22%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	59	46%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	38%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	26%	27%
Students scoring at or above Achievement Level 4	23	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	446	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	6	8%	5%
Students who are not proficient in reading by third grade	29	38%	33%
Students who receive two or more behavior referrals	43	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	7%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Improvement Plan
Nutrition education
Technology for parents
Literacy Skills for parents
Core curriculum information for parents
New initiative: Homework Help K-2 Tips for Parents

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Back to School Expo: Open invite Community event	800	0%	0%
Kindergarten Expectation Night: Total K = 85	51	60%	0%
5th Grade Parent Night: Total 5th grade = 71	48	68%	0%
Meet the Teacher: open invite Communtiy event	616	0%	0%
Open House: Community event	361	0%	0%
FACT Fair: Community event	102	0%	0%
Kindergarten Christmas Program: Community event	182	0%	0%
Winter Wonderland: Community event	406	0%	0%
Reading Strategies for Successful Readers: Capacity = 12 Session 1	12	100%	100%
Reading Strategies for Successful Readers: Capacity = 12 Session 2	8	67%	70%
Nourish Your Brain Presentation: Community event	30	0%	0%
Night of the Arts: open invite Community event	566	0%	0%
New parent workshop in 2014: Homework Help K-2: Open invite community event	0	0%	0%

Goals Summary

G1. Learning gains and/or proficiency levels will increase through systematic, disaggregated data analyses and effective instructional practices.

Goals Detail

G1. Learning gains and/or proficiency levels will increase through systematic, disaggregated data analyses and effective instructional practices.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Personnel resources available are: ISTOA, Shelly Osterman, and Math Coach, Cindy Smith.

- Technology resources include Scantron, Promethean boards, and IPAD applications. Online technology resources are as follows: IXL.com, BrainPop, Orchard, Vocabulary A-Z, Science A-Z, SAM reading.

- Common planning time in grade levels.

- Standards-Based Planning monthly.

- Kindergarten - second grade ten frame materials.

Targeted Barriers to Achieving the Goal

- The inconsistent use of mathematical common academic language.

- A lack of resources, such as manipulatives.

- Students do not know basic skills and lack prior knowledge.

Plan to Monitor Progress Toward the Goal

Students will increase math proficiency using the Diagnostic Semester Assessment (DSA) as a baseline. After each unit, teachers will track the progress of math proficiency using District Interim Assessments.

Person or Persons Responsible
Teachers, Math Coach, ISTOA, and Administration

Target Dates or Schedule:
After each DSA and DIA, teachers will monitor the math proficiency of their students.

Evidence of Completion:
Increased student achievement in math will be demonstrated through District Interim Assessments and Diagnostic Semester Assessments.

Action Plan for Improvement

Problem Solving Key

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

G1. Learning gains and/or proficiency levels will increase through systematic, disaggregated data analyses and effective instructional practices.

G1.B1 The inconsistent use of mathematical common academic language.

G1.B1.S2 ISTOA and Math Coach will monitor and support teachers with use of question stems regarding the 8 Standards for Mathematical Practice.

Action Step 1

ISTOA and Math Coach will monitor and support teachers with use of question stems regarding the 8 Standards for Mathematical Practice.

Person or Persons Responsible

ISTOA and Math Coach

Target Dates or Schedule

Standards-Based Planning time; individual coaching; follow-up to staff development.

Evidence of Completion

Observation and specific feedback of math lessons using the stems; review of data.

Facilitator:

ISTOA and Math Coach

Participants:

Teachers

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

ISTOA and Math Coach will monitor and support teachers with use of questions stems regarding the 8 standards for mathematical practice.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing; classroom visits/observation

Evidence of Completion

Standards-based planning minutes; coaching data; individual teacher PD plans; Scantron reports; Pinnacle reports

Plan to Monitor Effectiveness of G1.B1.S2

ISTOA and Math Coach will support teachers with use of questions stems regarding the 8 standards for mathematical practice.

Person or Persons Responsible

ISTOA, math coach, administration

Target Dates or Schedule

after district interim tests; quarterly

Evidence of Completion

Through the use of Coaching data, teachers will show an increase in the use of the questions stems in the 8 standards of mathematical practice. Student data will show an increase in proficiency through their district interim assessments.

G1.B4 A lack of resources, such as manipulatives.

G1.B4.S1 Teachers will generate a wishlist for manipulatives needed and their application to support instruction.

Action Step 1

Teachers will generate a wishlist for manipulatives needed and their application to support instruction.

Person or Persons Responsible

Teachers will identify manipulatives needed. Math coach will compile the needs and meet with administration to prioritize them.

Target Dates or Schedule

During the first semester, teachers will submit their wishlist.

Evidence of Completion

Evidence is a list of manipulatives purchased to support instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Teachers will generate a wishlist for manipulatives needed and their application to support instruction.

Person or Persons Responsible

Administration and math coach

Target Dates or Schedule

During the first semester, teachers will submit their requests and application to support instruction.

Evidence of Completion

Compilation of teacher requests,purchases, data analysis of interim assessments and District Semester Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Teachers will generate a wishlist for manipulatives needed and their application to support instruction.

Person or Persons Responsible

Administration and math coach

Target Dates or Schedule

After each Interim Assessment, teachers, IST/TOA and administration will monitor data

Evidence of Completion

Standards-based planning minutes and Scantron Data reports

G1.B4.S2 ISTOA and Math Coach will facilitate, assist, and provide follow-up for teachers on the use of manipulatives.

Action Step 1

ISTOA and Math Coach will facilitate, assist, and provide follow-up for teachers on the use of manipulatives.

Person or Persons Responsible

ISTOA and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

ISTOA and Math Coach observation and feedback; teacher lesson plans; Standards-Based Planning minutes.

Facilitator:

ISTOA and Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2

ISTOA and Math coach will facilitate, assist, and provide follow up for teachers on the use of manipulatives.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Standards-based planning minutes; Coaching logs; Classroom walk through; Teacher observations

Plan to Monitor Effectiveness of G1.B4.S2

ISTOA and Math coach will facilitate, assist, and provide follow up for teachers on the use of manipulatives.

Person or Persons Responsible

Administration, ISTOA, Math Coach

Target Dates or Schedule

Ongoing; Standards-based planning

Evidence of Completion

Standards-based planning minutes; Student data after each district interim test

G1.B8 Students do not know basic skills and lack prior knowledge.

G1.B8.S3 ISTOA, Math Coach, and teachers will work together to find and share lessons to support students with the mastery of basic facts.

Action Step 1

ISTOA, Math Coach, and teachers will work together to find and share lessons to support students with the mastery of basic facts.

Person or Persons Responsible

ISTOA, Math Coach, teachers

Target Dates or Schedule

Standards-Based Planning

Evidence of Completion

Lesson plans; specific observation and feedback by ISTOA and Math Coach; basic facts data.

Facilitator:

ISTOA and Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B8.S3

ISTOA, Math coach, and teachers will work together to find and share lessons to support students with the mastery of basic facts.

Person or Persons Responsible

Classroom Teachers ISTOA Math Coach Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Standards-based planning minutes; walk through data collection

Plan to Monitor Effectiveness of G1.B8.S3

ISTOA, Math coach, and teachers will work together to find and share lessons to support students with the mastery of basic facts.

Person or Persons Responsible

Administration, ISTOA, Math coach, teachers

Target Dates or Schedule

ongoing; once a month during standards-based planning

Evidence of Completion

Monthly data collection during standards-based planning

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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:
• Math Coach for the purpose of comprehensive staff development
• Supplemental funds for ongoing staff development as determined by the results of FCAT 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
• President's Fitness 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Learning gains and/or proficiency levels will increase through systematic, disaggregated data analyses and effective instructional practices.

G1.B1 The inconsistent use of mathematical common academic language.

G1.B1.S2 ISTOA and Math Coach will monitor and support teachers with use of question stems regarding the 8 Standards for Mathematical Practice.

PD Opportunity 1

ISTOA and Math Coach will monitor and support teachers with use of question stems regarding the 8 Standards for Mathematical Practice.

Facilitator

ISTOA and Math Coach

Participants

Teachers

Target Dates or Schedule

Standards-Based Planning time; individual coaching; follow-up to staff development.

Evidence of Completion

Observation and specific feedback of math lessons using the stems; review of data.

G1.B4 A lack of resources, such as manipulatives.

G1.B4.S2 ISTOA and Math Coach will facilitate, assist, and provide follow-up for teachers on the use of manipulatives.

PD Opportunity 1

ISTOA and Math Coach will facilitate, assist, and provide follow-up for teachers on the use of manipulatives.

Facilitator

ISTOA and Math Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

ISTOA and Math Coach observation and feedback; teacher lesson plans; Standards-Based Planning minutes.

G1.B8 Students do not know basic skills and lack prior knowledge.

G1.B8.S3 ISTOA, Math Coach, and teachers will work together to find and share lessons to support students with the mastery of basic facts.

PD Opportunity 1

ISTOA, Math Coach, and teachers will work together to find and share lessons to support students with the mastery of basic facts.

Facilitator

ISTOA and Math Coach

Participants

Teachers

Target Dates or Schedule

Standards-Based Planning

Evidence of Completion

Lesson plans; specific observation and feedback by ISTOA and Math Coach; basic facts data.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Learning gains and/or proficiency levels will increase through systematic, disaggregated data analyses and effective instructional practices.

G1.B4 A lack of resources, such as manipulatives.

G1.B4.S1 Teachers will generate a wishlist for manipulatives needed and their application to support instruction.

Action Step 1

Teachers will generate a wishlist for manipulatives needed and their application to support instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed