Patronis Elementary School

2018-19 Schoolwide Improvement Plan

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Patronis Elementary School

7400 PATRONIS DR, Panama City Beach, FL 32408

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	A	A*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Spivey, Ellie	Principal
Loyed, Brooke	Assistant Principal
Hull, Anna	Teacher, K-12
Senn, Carol	Instructional Media
Vines, Cyrethia	Teacher, K-12
Mathis, Michele	Teacher, ESE
Porter, Brenda	Teacher, K-12
Holbrook, Debra	Teacher, K-12
Good, Amy	Teacher, K-12
Pipkorn, Lorey	Teacher, K-12
Strayhorn, Kayla	Teacher, K-12
Jackson, Katy	Teacher, K-12
West, Lori	Teacher, K-12
Liggin, Chip	Teacher, K-12
Kirkland, Kenneth	Teacher, K-12

Duties

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

Our Professional Learning Communities each have one to two leaders per grade level (or special area or ESE) that serve as our School Leadership Team (SLT). This Leadership Team meets with administration on a regular basis and meets weekly with their grade level during the school day and after school on Wednesdays. The School Leadership Team meets to share proposed agendas for PLC days. Each PLC takes attendance, notes, etc. and keeps this available for the team and for

administration.

During our four inservice days in the summer and during the school year, our grade levels meet together and vertically to discuss standards, materials, and instruction. New curriculum adoptions are studied together. This is our second year of a new math program and we have a new science program this year also. ELA and Math Liaisons are assigned to each grade level. The district works with these individuals so that they can come back to share with their team.

Our PLC's also study their lessons together (lesson study),work on their data together and discuss pacing together as a team. Within each group MTSS updates are discussed along with interventions and enrichment for all. The leaders make sure that meetings are focused on standards and effective instruction. Common assessments are a part of what helps each teacher gauge where his/her class is compared to the others and also helps a teacher design or redesign instruction.

Curriculum and instructional decisions are made through PLC's. Administration relies on its teams to discuss and agree on decisions that impact the grade level and/or whole school. Administration attends meetings on a regular basis.

Early Warning Systems

Year 2017-18

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	29	26	24	26	17	19	0	0	0	0	0	0	0	141
One or more suspensions	5	1	4	1	8	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	4	5	1	6	0	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	6	18	20	0	0	0	0	0	0	0	44

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	2	4	3	10	4	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	1	1	1	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	1	0	0	2	0	0	0	0	0	0	0	0	0	3

Date this data was collected
Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	17	17	13	18	23	0	0	0	0	0	0	0	116
One or more suspensions	3	6	3	0	5	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	1	1	1	1	0	4	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	14	24	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	2	1	4	7	0	0	0	0	0	0	0	14

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	17	17	13	18	23	0	0	0	0	0	0	0	116
One or more suspensions	3	6	3	0	5	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	1	1	1	1	0	4	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	14	24	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	2	1	4	7	0	0	0	0	0	0	0	14

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA is still our area of focus. Although overall, we increased in all three components of FSA ELA, fourth grade learning gains took a dip of 4 percentage points. ELA percentages still trail behind math percentages in all areas (Achievement, Learning Gains, Learning Gains of the Lowest 25%).

Which data component showed the greatest decline from prior year?

None

Which data component had the biggest gap when compared to the state average?

None. We were above the state average.

Which data component showed the most improvement? Is this a trend?

Learning Gains of the Lowest 25% in Math. We go up and down in this area from one year to the next.

Describe the actions or changes that led to the improvement in this area.

Providing additional ESE supports in upper grades (ESE teacher split between two classes or team taught classes); MTSS interventions, data based curriculum decisions for low quartile

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	74%	50%	56%	71%	48%	52%
ELA Learning Gains	66%	49%	55%	66%	47%	52%
ELA Lowest 25th Percentile	51%	45%	48%	47%	43%	46%
Math Achievement	85%	57%	62%	77%	53%	58%
Math Learning Gains	79%	57%	59%	75%	53%	58%
Math Lowest 25th Percentile	68%	46%	47%	49%	43%	46%
Science Achievement	72%	50%	55%	64%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (28)	26 (17)	24 (17)	26 (13)	17 (18)	19 (23)	141 (116)
One or more suspensions	5 (3)	1 (6)	4 (3)	1 (0)	8 (5)	3 (4)	22 (21)
Course failure in ELA or Math	0 (1)	4 (1)	5 (1)	1 (1)	6 (0)	0 (4)	16 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (2)	18 (14)	20 (24)	44 (40)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	85%	57%	28%	57%	28%
	2017	74%	59%	15%	58%	16%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	67%	51%	16%	56%	11%
	2017	74%	52%	22%	56%	18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		-7%				
05	2018	71%	50%	21%	55%	16%
	2017	63%	49%	14%	53%	10%
Same Grade Comparison		8%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	92%	63%	29%	62%	30%
	2017	67%	56%	11%	62%	5%
Same Grade Comparison		25%				
Cohort Comparison						
04	2018	79%	59%	20%	62%	17%
	2017	79%	62%	17%	64%	15%
Same Grade Comparison		0%				
Cohort Comparison		12%				
05	2018	79%	57%	22%	61%	18%
	2017	72%	52%	20%	57%	15%
Same Grade Comparison		7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	70%	54%	16%	55%	15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	53	48	74	63	53	47				
BLK	41			63							
HSP	64	93		76	71						
MUL	68	64		72	90						
WHT	77	65	48	87	80	68	77				
FRL	62	58	43	76	78	70	64				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	42	51	36	49	43	35	32				
BLK	38	50		46	50						
HSP	70	64		74	50						
MUL	58	60		42	47						
WHT	74	58	38	75	67	46	63				
FRL	59	49	37	62	56	39	47				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Achievement and Growth in ELA
Rationale	Our ELA percentages continue to be lower in ELA than in math in all areas. We will especially look at fourth grade learning gains as this declined this year. In addition, ESE will continue to be a focus.
Intended Outcome	We will continue to increase in all three lines of ELA-Achievement, Learning Gains, and Learning Gains of low 25%.
Point Person	Ellie Spivey (spivees@bay.k12.fl.us)

Action Step	
Description	Continue to place resources in our ESE classrooms and with our MTSS students. One major resource will be manpower--ESE teachers (and homeroom teachers who are dual certified), MTSS paraprofessionals, Interventionists, MTSS Staff specialist, District Resource teacher, District psychologist, etc. We will have monthly MTSS Leadership Team Meetings and will monitor progress of students. Data Chats will be twice a month. Grade level PLC's will meet weekly to discuss progress. We will send teachers and paras to any professional development needed such as Connect to Comprehension, SRA training, Crisis Prevention Intervention (CPI), DreamBox, and district ELA liaison meetings. We will continue to maintain a database of lowest to highest ELA scores from last year with the number of points needed for a learning gain in both fourth and fifth grades. This work began with help from DOE Office of School Improvement but is maintained at the school level for the rest of the school year. The lowest 30% will be studied by PLC's, administration, and guidance staff. Our ESE PLC will focus on our ESE population and will monitor various data to ensure students are making gains (and making adjustments if not). All district and school resources will be utilized to the fullest in order to provide instruction, remediation, and enrichment--District ELA Bay Cafe, ELA liaisons, Core instruction, common assessments, pacing guides, Achieve 3000 and Smarty Ants, MAP University, ELA Performance Coach, Mentors and buddy classes, attendance and behavior teams (Special Area PLC will focus on behavior), STAR Reading and STAR Early Literacy, Accelerated Reader, and media specialist services.
Person Responsible	Ellie Spivey (spivees@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Common assessment data, PLC discussions and data, MAP data, FSA data, cord of 3 study groups, ELA liaison feedback and input, MTSS spreadsheet discussions during data chats, weekly assessments and nine week grades
Person Responsible	Ellie Spivey (spivees@bay.k12.fl.us)

Activity #2	
Title	School Wide Behavioral Expectations
Rationale	This is the second year of emphasis on school wide expectations and classroom expectations.
Intended Outcome	Will decrease the number of Office Discipline Referrals by 5%.
Point Person	Michele Mathis (mathim@bay.k12.fl.us)

Action Step	
Description	Our Special Area PLC will continue to make this their deliberate practice area of concern. The Patronis faculty and staff will teach and reinforce the Patronis Panther Code (school wide-expectations) and will monitor behavior within each grade level. Administration will celebrate students who earn the character education trait award each month. Administration will showcase students on stage with lunch and announcements. Positive referrals will be given out by teachers/staff and guidance will call homes. Classes will move through the continuum for discipline and administration will discuss each situation with teachers. Our District Promise paraprofessional will attend all trainings and will help with promoting positive behavior traits--check in, check out, mini lessons, etc. Administration will talk to parents, teachers and students to address behavior concerns before discipline referrals are needed. District Behavior teams will be utilized when needed.
Person Responsible	Kenneth Kirkland (kirklkd@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Nine week data from behavior team
Person Responsible	Sonia Herrin (herrisr@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school hosts several different events in order to encourage parents and teachers to join our PTO. Our very active PTO is an excellent way for all parents to become involved as it provides a multitude of flexible opportunities to volunteer. Surveys are sent out in order to determine how parents would best like to become involved. Later, the PTO board contacts parents based on their responses.
The School Volunteer Program is another way in which parents and other family members are invited to become active and involved members of our school family.
Our Fall Open House and Spaghetti Dinner are also ways we encourage our families to see what is happening in each part of our school.
School Orientation K-5 paves the way at the beginning of each school year as students and families are welcomed to our campus. Students meet their new teachers and classmates.

Our School Advisory Council is made up of teachers, administrators, parents, community leaders, and business partners. During our SAC meetings, team leaders, administrators, and guests share current events and other exciting information taking place in the life of our school.

Teachers at our school encourage all of our parents to join and utilize Parent Portal. Information regarding its access, purpose, and use are frequently included in weekly newsletters, emails, and website updates provided by teachers.

Our Media Specialist maintains the Patronis Elementary School website so that families may have access to a wide variety of resources. Links to teacher emails and class websites are readily available. The school Google Calendar is also posted on the homepage with events updated frequently. Helpful links for parents and students are listed as well.

Our PTO keeps a very active Facebook page along with our school Facebook page that is updated by staff.

PFEP Link

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

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

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

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

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

Fifth grade students and teachers visit our zoned middle School--Surfside in the spring of each school year through an organized field trip. Students are provided information and are allowed to tour the school and ask about electives and core courses. Parents are invited to a family meeting and are provided forms to complete with student input. Teachers provide additional assessemnt information and complete recommendations for proper class placements.

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

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

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

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

NA

Part V: Budget	
Total:	**$0.00**