
2013-2014 SCHOOL IMPROVEMENT PLAN

Oscar Patterson Elementary Magnet
1025 REDWOOD AVE
Panama City, FL 32401
850-767-4675

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 91%
Alternative/ESE Center No	Charter School No	Minority Rate 70%

School Grades History

2013-14 D	2012-13 F	2011-12 D	2010-11 C
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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.

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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 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
Focus Year 1	1	Melissa Ramsey

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

Current School Status

School Information

School-Level Information

School

Oscar Patterson Elem Magnet

Principal

Ms. Patti Fowler

School Advisory Council chair

Ms. Christine Atkinson

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

Name	Title
Ms. Patti Fowler	Principal
Mr. Christopher Coan	Administrative Assistant
Ms. Debra Davis	Guidance Counselor
Ms. Dana Tutuinnick	Behavior Interventionist
Ms. Lisa Moore	Literacy Coach
Ms. Danielle Alexander	Grade Chair
Ms. Jennifer Chastain	Grade Chair
Ms. Rutha Skelton	Grade Chair
Ms. Linda Good	Grade Chair
Ms. Maribel Feliciano	Grade Chair
Ms. Melissa Stockwell	Grade Chair

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

1/12/2014

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

The membership will consist of parents of current students, school administration, teachers, and business community supporters.

NAMES – TBD

Involvement of the SAC in the development of the SIP

The SAC Committee met during the first week of school to review the School Improvement Plan, the brainstorming that led to the plan, and give their input from community and family members about what they felt needed to be addressed in the SIP plan.

Activities of the SAC for the upcoming school year

The SAC will review data from assessments given school wide, they will review Professional development offered for the teachers as well as Parent involvement nights to better inform the parents of changes in school assessments / assistance in working with children.

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

At this point in time there are no school level funds for School improvement Plan Implementation

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ms. Patti Fowler		
Principal	Years as Administrator: 20	Years at Current School: 1

Credentials

BA in Elementary Education
M. Ed. In Administration
Educational Specialist in Educational Leadership
Certified in Elementary Education/Exceptional Student Education/
Principal K-12

Performance Record

Waller Elementary School- Assisted this low performing Title One school in improving from a D status to an A status. Maintained A/ B status for seven consecutive years before moving to Hiland Park Elementary. Served as Principal for eleven total years at Waller (1998-2009).
Hiland Park Elementary-Served as Principal for four years. Improved from a B status to A status in 2009-10 and maintained this for the past two years. Lowest 25% in Reading for the 2011/12 year was at 74%, the highest in the district.
In 2012-13, the school dropped to B status, missing a grade of an A by only 3 points. Hiland Park scored the 2nd highest in the district in both overall math learning gains (80%) and lowest quartile gains in math (87%). The percentage of high performing students in Reading, overall Reading gains, and the lowest quartile in Reading were 62% and higher.

Mr. Christopher Coan		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials

Bachelors of Arts in Mathematics and Mathematics Education from Mercyhurst College, Erie PA
Masters in Teaching from the College of Norte Dame, Baltimore MD
ED Specialist Degree in Leadership from the University of West Florida

Performance Record

Improved Mathematics proficiency from 30 - 34% in the 2012-2013 school year. Improved writing proficiency from 22% (3.5+) to 35% (3.5+). Over three years working with guidance and behavior interventionist the student discipline rates have decreased from 2100 referrals in 2010 – 2011, to 1300 referrals in 2012 – 2013. This results in 600 hours of additional class time for those students that are affected by spending time in the office.

Instructional Coaches

of instructional coaches

6

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lisa Moore

Full-time / School-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Early Childhood CDA; Elementary Education K-6, ESOL; Reading Endorsement K-12.

Performance Record

I am highly qualified to work with site – based faculty to build their capacity with instructional and structural practices to facilitate school improvement.

Dana Manis

Full-time / District-based

Years as Coach: 2

Years at Current School: 2

Areas

Rtl/MTSS

Credentials

B. S. in Psychology 4/2000; M.Ed. in Educational Leadership 12/2013
Certified Exceptional Student Education K-12, Elementary Education K-6, Educational Media Specialist K-12, and English 5-9.

Performance Record

I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.
I received a rating of Highly Effective on the 2012-2013 Employee Appraisal

Dana Tutunick

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Other

Credentials

Credentials B.S. Psychology, M.S. Counseling and Human Development, FLDOE Certified Guidance Counselor K-12

Performance Record

Effective in working with teaching, students, parents, and administration in developing classroom and individual based behavior plans. Working with teachers in developing behavior based strategies to improve their classroom. Works collaboratively with the guidance department and the school PBS program to work with the individual family in greatest need.

Ilea Faircloth		
Full-time / District-based	Years as Coach: 4	Years at Current School: 2
Areas	Mathematics	
Credentials	Master's Degree in Educational Leadership and Policy Studies Bachelor's Elementary Education Educational Leadership Certification K-6 Elementary Education Certification ESOL/Reading Endorsed	
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

Paula Weaver		
Full-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Science	
Credentials	5-9 Science teacher certified. District science contact: Instructional Specialist K-12.	
Performance Record	As a district we have always maintained above the state standards in science. We have adopted a district wide program - that most schools have maintained usually supplementing the program with other materials (which increases the variables for measurement) as a school based decision. Usually science steps aside in deference to the reading and math requirements, but, we aspire to support those with a more focused science plan.	

Tracy Rogers		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014	
Performance Record	I am highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.	

Classroom Teachers

of classroom teachers

27

receiving effective rating or higher

26, 96%

Highly Qualified Teachers

0%

certified in-field

26, 96%

ESOL endorsed

14, 52%

reading endorsed

8, 30%

with advanced degrees

4, 15%

National Board Certified

0, 0%

first-year teachers

8, 30%

with 1-5 years of experience

7, 26%

with 6-14 years of experience

8, 30%

with 15 or more years of experience

4, 15%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Regular meetings of new / current teachers with Principal (Principal)

Partnering new teachers with veteran staff (Principal)

Participation by new teachers in New Teacher Induction Program (District)
Through the interview process, recruited highly qualified teachers during the summer months from a variety of states, with different knowledge bases.

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

School Based Writing training based on the Six Habits of Effective Writing.
School Based Professional Development using Mathematics components
School based professional development in literacy components and engaging higher engagement.
School Based Meetings to collaborate with all stakeholders to ensure effective intervention is being carried out at home and at school. The teacher models positive communication and provides prescriptive assistance for each individual student. The teacher will attend parent conferences, conferences off campus, makes calls to doctors and other service providers needed by students and staff.
School based professional development to assist teachers in the area of science at all grade levels. She models best science teaching practices, assists with lesson planning and instruction, gives advice regarding science resources and/or manipulatives related to themes or scientific theories, and monitors and assists to ensure teacher productivity.

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 MTSS team will evaluate additional staff professional development needs regularly scheduled MTSS Leadership Team meetings and from data gathered during informal and formal observations. Principal will meet with MTSS team to review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level. In addition, she will meet to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks.

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

Ms. Patti Fowler - Principal and Christopher Coan -Administrative Assistant: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS through regular meeting.

Classroom Teachers: Provide information about core instruction, participate in student data collection, and deliver Tier 1 instruction/intervention

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.

Lisa Moore and Ilea Faircloth- Instructional Coaches Reading/Writing/Math/Science:

Assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for

assessment and implementation monitoring.

Lisa Moore - Provides guidance to K-5 grades in implementation of the reading plan (CCRP); lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum; assist with whole school screening programs that provide diagnostic information for teachers such as Discovery Education assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development to include the Reading Framework; and provides support for instructional personnel.

Debra Davis -MTSS Teacher facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring, supports the implementation of MTSS

Karetta Monette - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; and serves as a key member of the MTSS review team.

Cathy Everitt-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Dana Manis – MTSS Specialist – Assist in collecting data, training teachers on DIBELS next and progress monitor for fidelity an implementation of interventions.

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

Regularly scheduled meetings to monitor student data, phase changes where applicable, case reviews for guidance department meetings.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FLKRS (Kindergarten), Discovery Education, Hardcourt and Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN,) Discovery Education and FCAT Simulation Released Assessments and teacher identified assessments, DIBELS Next, Easy CBM

Midyear: Discovery Education, Diagnostic Assessment for Reading (DAR),

End of year: Discovery Education, SME, and FCAT

Behavior: FLRTIB – Data base and Focus Behavior inputs

Frequency of Data Days: twice a month for data analysis of RTI students

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

During regularly scheduled meetings the team will engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and

skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Parents will be involved in changes of students individual plans with Child Study Team meetings, in addition parent involvement activities will be held to support the core program.

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: Extended Day for All Students

Minutes added to school year: 10,800

Based on the 2012 – 2013 school grade, Oscar Patterson Elementary will be required to have an additional hour of reading instruction for all students K-5. The use of SRA Signature Series as a core implementation will be utilized K-2 as well as the Full Time ESE classrooms. In addition Corrective Reading will be used for Grades 3 – 5 for at risk readers.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Classroom grades (ongoing every 9 weeks), DEA assessment results (3 times a year), SRA assessment results (every 20 lessons), FCAT data (once).

Who is responsible for monitoring implementation of this strategy?

Grade Level Meetings / Administration Review

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Patti Fowler	Principal
Mr. Christopher Coan	Administrative Assistant
Ms. Lisa Moore	Literacy Coach
Ms. Rutha Skelton	ESE Teacher
Ms. Danielle Alexander	Primary Teacher
Ms. Rosetta Williams	Intermediate Teacher
Ms. Catherine Everitt	SLP
Ms. Dana Manis	MTSS

How the school-based LLT functions

The Literacy Leadership Team will focus meetings around an essential question. For example, How do we develop and maintain a problem-solving system to bring out the best in our school, in our teachers, and in our students?

The team meets once per month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks; or are at risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The Team adjusts and monitors the instructional focus calendar as needed throughout the year. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Literacy Coach and Administration conduct classroom walkthroughs and the maintenance of the FCIM.

Major initiatives of the LLT

Major initiatives of the LLT will be to provide support in the CCRP and elementary reading frameworks. The team meets monthly with the School Advisory Council (SAC) and principal to analyze data from Discovery Education. The team will prescribe strategies for tier one, two and three targets. Based on the data additional professional development will be provided to enhance the reading framework.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

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

EARLY CHILDHOOD TRANSITION PLAN

2013 - 2014

School Name: Oscar Patterson Elementary Magnet School

Early Childhood Transition Team: Debra Davis, Christopher Coan, Jennifer Walters, Latasha Richardson, and Patti Fowler

Principal: Mrs. Patti Fowler

Teachers: Shirley Baxley, Rachael Kennedy, Danielle Alexander, Kelly Foran, Darlene Griffin, Jennifer Wilson

Resource Teachers: Lisa Moore

Parents: Ms. Latasha Richardson, Ms. Christine Atkinson, TBD

Community: Early Education and Care Services

Others: East Avenue Early Childhood Center, Quality Learning Child Care Center, Celebration of Learning Child Care Center, Children's Palace Child Care Center, Massalina Memorial Daycare, Vetter Childcare

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	45%	30%	No	51%
American Indian				
Asian				
Black/African American	41%	23%	No	47%
Hispanic				
White	48%	36%	No	54%
English language learners				
Students with disabilities	33%	9%	No	39%
Economically disadvantaged	45%	30%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	30%	51%
Students scoring at or above Achievement Level 4	18	10%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	99	55%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	25	56%	63%

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]		34%
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]		34%
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]		34%

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	18	35%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	46%	34%	No	51%
American Indian				
Asian				
Black/African American	44%	29%	No	50%
Hispanic				
White	44%	41%	No	50%
English language learners				
Students with disabilities	28%	28%	Yes	35%
Economically disadvantaged	45%	34%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	34%	51%
Students scoring at or above Achievement Level 4	23	13%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	79	44%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	16	37%	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	[data excluded for privacy reasons]		35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	7		20
Participation in STEM-related experiences provided for students	100	25%	37%

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	75	19%	14%
Students retained, pursuant to s. 1008.25, F.S.	42	11%	10%
Students who are not proficient in reading by third grade	52	65%	49%
Students who receive two or more behavior referrals	163	42%	38%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	80	20%	19%

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

Involving parents with school wide initiatives and policy changes with school, district, and state laws.
Involving parents in learning how to help their students in school with homework, and content knowledge.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement / Title I	15	9%	19%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To improve student engagement across curricular using strategies embedded in PBS, small group differentiation, and proper communication with all stakeholders.

Goals Detail

G1. To improve student engagement across curricular using strategies embedded in PBS, small group differentiation, and proper communication with all stakeholders.

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
- Additional Targets

Resources Available to Support the Goal

- FOCUS
- RTI-B
- KAGAN Training
- Community Assistance
- PBS Program
- Mentors / Reading Buddies
- SM6 LAB
- SMART BOARD integration
- Additional Professional Development Opportunities
- Embedded Social Skills for Behaviors
- Start to Finish Books Web program

Targeted Barriers to Achieving the Goal

- Lack of School Pride
- Lack of a consistent PBS Program (100% buy in)
- Low expectation of performance (all stakeholders)
- Poor Communication

Plan to Monitor Progress Toward the Goal

How is differentiated instruction, increase of the PBS program and communication with stakeholders affecting the ability to be successful on a daily basis.

Person or Persons Responsible

All staff

Target Dates or Schedule:

Ongoing

Evidence of Completion:

MTSS meetings / CST Meetings - Team will examine individual students progress with their success and areas of growth based on their personal academic (small group differentiation), behavior (PBS). Grade Level Meetings - Each grade level will conduct meetings examining the small group instruction and how it is being implemented in various parts of the school day, and how it is being implemented in different subjects. Climate Survey - These surveys will examine the functioning of the school, as well as evaluating the school as a whole entity Parent Involvement Surveys - These surveys will be given to be completed at out Parent Involvement nights held periodically through out the survey. Information from the surveys will be used to enhance future training, look at communication, and areas of improvement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve student engagement across curricular using strategies embedded in PBS, small group differentiation, and proper communication with all stakeholders.

G1.B1 Lack of School Pride

G1.B1.S1 To boost morale by having a clean, organized campus for effective learning

Action Step 1

Clean up campus, decluttering rooms, storage of unnecessary materials

Person or Persons Responsible

All Staff

Target Dates or Schedule

Summer 2013

Evidence of Completion

Work orders for removal of items Student classroom visits with DOE walk thru visits

Action Step 2

Organize workdays with community, and staff to clean up campus

Person or Persons Responsible

Administration

Target Dates or Schedule

Summer 2013

Evidence of Completion

Upkeep of the work. Sign in sheets for volunteers

Action Step 3

Clean and paint exterior of campus buildings for a brighter campus

Person or Persons Responsible

District Staff, Volunteers

Target Dates or Schedule

Summer 2013

Evidence of Completion

Completion of work , painted dooors campus, work orders

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

Clean up campus, decluttering rooms, storage of unnecessary materials Organize workdays with community, and staff to clean up campus Clean and paint exterior of campus buildings for a brighter campus

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of tasks Work orders for removal of items Sign in sheets

Plan to Monitor Effectiveness of G1.B1.S1

Ensuring that areas are consistently maintained for a welcoming environment for academic success.

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Clean classrooms, restrooms, monthly report cards by administration detailing work needed to be completed by GCA cleaning services.

G1.B2 Lack of a consistent PBS Program (100% buy in)

G1.B2.S1 To highlight positive student performance in the various stages of the school day for academic, behavioral, and attendance successes.

Action Step 1

Highlight student behavior with various activities, celebrations, and events

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

PBS Meeting agendas, receipts of purchase ITV notes, classroom celebrations Agendas

Facilitator:

Dana Tutunick

Participants:

PBS Team members, all staff

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

Daily morning announcements stressing the importance of the school wide expectations, regularly scheduled PBS events highlighting positive choices (behaviorally and academically)

Person or Persons Responsible

Administrators / PBS Committee

Target Dates or Schedule

Daily

Evidence of Completion

Morning ITV, agendas from PBS meetings, agendas of events

Plan to Monitor Effectiveness of G1.B2.S1

Comparison of discipline data based on time of day in connection to academic areas

Person or Persons Responsible

Administration, MTSS committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Report cards, teacher gradebooks, RTI-B reports, MTSS meetings

G1.B4 Low expectation of performance (all stakeholders)

G1.B4.S1 To implement high expectations to all stakeholders regarding the classroom instruction.

Action Step 1

Implement the Inclusion Model K-5 to support struggling students and identified ESE students

Person or Persons Responsible

Administration, Selected teachers, Florida Inclusion Network, District ESE staff

Target Dates or Schedule

August

Evidence of Completion

Class rolls, online training through Florida Inclusion Network, additional meetings with Inclusion teachers planning / discussing cross grade level.

Facilitator:

Administration, Pam Moore, FIN

Participants:

Selected inclusion teachers

Action Step 2

Six Traits of Effective Writing training

Person or Persons Responsible

Tracy Rogers

Target Dates or Schedule

September, PD throughout year

Evidence of Completion

AIMS sign in sheets, sign in sheets from fac meetings.

Facilitator:

Tracy Rogers

Participants:

All teachers

Action Step 3

Common Core Mathematics Professional Development

Person or Persons Responsible

Ilea Faircloth

Target Dates or Schedule

Ongoing, grade level planning

Evidence of Completion

Agendas, sign in sheets

Facilitator:

Ilea Faircloth

Participants:

All teachers

Action Step 4

SRA training for full implementation k-2, SRA intervention training 3-5

Person or Persons Responsible

Lisa Moore, SRA representatives, Dana Manis

Target Dates or Schedule

August and September initial training, ongoing additional PD

Evidence of Completion

AIMS sign in sheets, agendas,

Facilitator:

Lisa Moore, Dana Manis, SRA representatives.

Participants:

All staff

Action Step 5

Communicate expectations about what is being taught, how changes to Common Core State Standards affect instruction

Person or Persons Responsible

CC support staff, administration

Target Dates or Schedule

Summer 2013, ongoing

Evidence of Completion

Sign in sheets, agendas.

Facilitator:

District staff, instructional coaches

Participants:

All staff

Action Step 6

Develop, embed, and teach social skills lessons for academic subjects

Person or Persons Responsible

Dana Tutunick

Target Dates or Schedule

Pre school Training, biweekly lessons for teachers

Evidence of Completion

Lesson plans, agendas

Facilitator:

Dana Tutunick

Participants:

All staff

Action Step 7

Develop clear and consistent rules in their classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre planning, grade level meeting

Evidence of Completion

Agendas, lesson plans, meeting notes

Facilitator:

Administration, grade Chairs

Participants:

All teachers

Action Step 8

Create a PBS poster with clear and consistent rules and expectations campus wide.

Person or Persons Responsible

Administration, All Staff, Dana Tutunick

Target Dates or Schedule

Ongoing

Evidence of Completion

Poster in classrooms Newsletters, communication with families, agendas Lesson plans

Facilitator:

Patti Fowler, Christopher Coan, Dana Tutunick, Dana Manis, Tracy Rogers

Participants:

All staff

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

Administrators and teachers will be expected to adhere to the high expectations in the various elements of the school day.

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Walk troughs by administration and district coaches looking for Fidelity, anecdotal notes to staff highlighting changes and / or commendations, achievement teams meetings to examine the major components of the school day to break down in further detail specific to the content or action.

Plan to Monitor Effectiveness of G1.B4.S1

MTSS meetings examining attendance, discipline, and academic data for on going success by students.
Grade level meetings discussing academic goals and academic strategies for use in the classroom.
Achievement team meetings exploring different strategies to promote, and highlight reading / writing, mathematics, science, and PBS across grade levels.

Person or Persons Responsible

All staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Report cards, FOCUS reports, RTI-B reports, MTSS meeting notes, Grade Level Meeting Notes, achievement team notes.

G1.B6 Poor Communication

G1.B6.S1 Increase communication amongst stakeholders

Action Step 1

Increased parent communication with phone calls, use of Parent Portal, IRIS alerts for Parent involvement activities and other major news, teacher newsletters

Person or Persons Responsible

Administration, Parent Liaison, classroom teachers

Target Dates or Schedule

Ongoing, monthly parent involvement nights

Evidence of Completion

Agendas, parent surveys from events, IRIS call logs

Action Step 2

Holding quality and consistent grade level (department) meetings.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting notes, agendas

Action Step 3

Development / Implementation of a OPES Pure Calendar for all staff

Person or Persons Responsible

Chris Coan, Debra Davis

Target Dates or Schedule

Ongoing

Evidence of Completion

Google Calendar Agendas, meeting notes turned into administration Newsletters, copies of IRIS alerts, parent communication logs FOCUS

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

Proper notification of school wide events, PBS events, academic successes and reteachable moments

Person or Persons Responsible

All staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher and School Newsletters, IRIS alerts, Flyers, School Sign

Plan to Monitor Effectiveness of G1.B6.S1

Comparison of parental involvement nights from prior school year to the current school year to show an increase of parental involvement.

Person or Persons Responsible

Parent Liaison, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parental involvement surveys, sign in sheets, agendas

Coordination and Integration

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

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

Title I, Part A

Title I Part A funds provide much needed services and resources to our school.

School level funds provide staff development opportunities, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.

Title I, Part C- Migrant

Title I Migrant provides services to eligible students and families through contacts, resources and agency/service referrals.

Title I, Part D

This program provides supports to students in residential facilities. Supports are in the form of additional teachers and materials. The district provided extra school supplies for homeless and at risk students during last year's school term. Extra tutorial hours are provided through Supplementary Educational Services (SES). Title I, Part D provides services to eligible neglected and delinquent students returning to Patterson School.

Title II

Title II has partnered with Title I to provide mentoring staff, professional development and resources for teachers.

Funds provide professional development and mentor teachers to support high quality teachers.

Title III

ESOL Programs

This grant provides supplemental services and materials for Limited English Proficiency (LEP) students.

Funds are provided by the district to provide ELL students with high quality instruction. Funds also provide professional development for teachers.

Supplemental Academic Instruction (SAI)

District provides funds for academic support to low performing students.

SAI funds are provided to our students who have been unsuccessful. The SAI funds provide the Summer Camp for students performing at a level 1 on the FCAT. Tutorial services are also provided.

Violence Prevention Programs

The Bay County Sheriff's Department and Panama City Police Department participated in providing spring fairs for student engagement. The Panama City police department has partnered with the school to provide training to fifth graders on violence prevention, drug prevention and internet abuse.

The Parent Center provides training for parents on the dangers of not monitoring students while using the internet.

Nutrition Programs

The University of Florida Extension Office provides nutrition information to students and teachers. The university staff members are available to teach lessons. The school reinforces those efforts with students through student planners and ITV.

All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

Housing Programs

Patterson Administration worked with Royal American Group at the Magnolia Point Apartment Complex to bring supplemental reading and mathematics information to students over the summer months.

Head Start

The District Coordinator (along with the school principal) make frequent contact with Pre-K teachers to ensure routines and procedures are established to prepare Pre-K students for kindergarten at the present location or at any school where they may be in attendance.

Bay District schools coordinate with Headstart Programs to ensure students transition as smoothly as possible into the public school setting.

The school also communicates with the Head Start program and other preschool programs to provide information to parents on resources, enrollment and other necessary school information.

Career and Technical Education

Patterson school partners with Gulf Coast Community College to provide information on programs students can enroll in after high school. Programs include college courses and also career tracks that can be completed within weeks or months. Information is also provided to parents. Field trips are provided for fifth grade students and their parents to GCCC.

Other

Patterson school also partners with other community sources to provide services to families and students. These sources include the Bay County Health Department, Fire department, Banks, Ambulatory services, restaurants, local churches, and other faith-based organizations.

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. To improve student engagement across curricular using strategies embedded in PBS, small group differentiation, and proper communication with all stakeholders.

G1.B2 Lack of a consistent PBS Program (100% buy in)

G1.B2.S1 To highlight positive student performance in the various stages of the school day for academic, behavioral, and attendance successes.

PD Opportunity 1

Highlight student behavior with various activities, celebrations, and events

Facilitator

Dana Tutunick

Participants

PBS Team members, all staff

Target Dates or Schedule

Ongoing

Evidence of Completion

PBS Meeting agendas, receipts of purchase ITV notes, classroom celebrations Agendas

G1.B4 Low expectation of performance (all stakeholders)

G1.B4.S1 To implement high expectations to all stakeholders regarding the classroom instruction.

PD Opportunity 1

Implement the Inclusion Model K-5 to support struggling students and identified ESE studnets

Facilitator

Administration, Pam Moore, FIN

Participants

Selected inclusion teachers

Target Dates or Schedule

August

Evidence of Completion

Class rolls, online training through Florida Inclusion Network, additional meetings with Inclusion teachers planning / discussing cross grade level.

PD Opportunity 2

Six Traits of Effective Writing training

Facilitator

Tracy Rogers

Participants

All teachers

Target Dates or Schedule

September, PD throughout year

Evidence of Completion

AIMS sign in sheets, sign in sheets from fac meetings.

PD Opportunity 3

Common Core Mathematics Professional Development

Facilitator

Ilea Faircloth

Participants

All teachers

Target Dates or Schedule

Ongoing, grade level planning

Evidence of Completion

Agendas, sign in sheets

PD Opportunity 4

SRA training for full implementation k-2, SRA intervention training 3-5

Facilitator

Lisa Moore, Dana Manis, SRA representatives.

Participants

All staff

Target Dates or Schedule

August and September initial training, ongoing additional PD

Evidence of Completion

AIMS sign in sheets, agendas,

PD Opportunity 5

Communicate expectations about what is being taught, how changes to Common Core State Standards affect instruction

Facilitator

District staff, instructional coaches

Participants

All staff

Target Dates or Schedule

Summer 2013, ongoing

Evidence of Completion

Sign in sheets, agendas.

PD Opportunity 6

Develop, embed, and teach social skills lessons for academic subjects

Facilitator

Dana Tutunick

Participants

All staff

Target Dates or Schedule

Pre school Training, biweekly lessons for teachers

Evidence of Completion

Lesson plans, agendas

PD Opportunity 7

Develop clear and consistent rules in their classrooms.

Facilitator

Administration, grade Chairs

Participants

All teachers

Target Dates or Schedule

Pre planning, grade level meeting

Evidence of Completion

Agendas, lesson plans, meeting notes

PD Opportunity 8

Create a PBS poster with clear and consistent rules and expectations campus wide.

Facilitator

Patti Fowler, Christopher Coan, Dana Tutunick, Dana Manis, Tracy Rogers

Participants

All staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Poster in classrooms Newsletters, communication with families, agendas Lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To improve student engagement across curricular using strategies embedded in PBS, small group differentiation, and proper communication with all stakeholders.	\$1,100
Total		\$1,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Internal Account	\$1,000	\$0	\$1,000
Internal accounts	\$0	\$100	\$100
Total	\$1,000	\$100	\$1,100

Budget Details

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

G1. To improve student engagement across curricular using strategies embedded in PBS, small group differentiation, and proper communication with all stakeholders.

G1.B2 Lack of a consistent PBS Program (100% buy in)

G1.B2.S1 To highlight positive student performance in the various stages of the school day for academic, behavioral, and attendance successes.

Action Step 1

Highlight student behavior with various activities, celebrations, and events

Resource Type

Evidence-Based Program

Resource

Materials for celebrations, incentives for successful achievement and behavior

Funding Source

Internal Account

Amount Needed

\$1,000

G1.B4 Low expectation of performance (all stakeholders)

G1.B4.S1 To implement high expectations to all stakeholders regarding the classroom instruction.

Action Step 8

Create a PBS poster with clear and consistent rules and expectations campus wide.

Resource Type

Other

Resource

Creation of posters for all classrooms

Funding Source

Internal accounts

Amount Needed

\$100