

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Patronis Elementary School  
7400 PATRONIS DR  
Panama City Beach, FL 32408  
850-767-5075

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 42%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 13%

### School Grades History

<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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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

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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

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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

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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

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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

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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

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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

Patronis Elementary School

##### Principal

Ellie Spivey

##### School Advisory Council chair

Kara Davis

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

Name	Title
Anna Hull	Common Core 3-5
Alison Rose	Common Core 3-5
Caroline Brantley	Common Core K-2
Kim Dally	Science and Writing
Carol Senn	Technology
Beth Dart	Safety
Marykate Underwood	MTSSS
Tamara Nelson	MTSSS

#### District-Level Information

##### District

Bay

##### Superintendent

Mr. William V Husfelt

##### 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 parents, business/community leaders, students, teachers, administration and educational support. Thirty one members. 92.8% white and 7.21% minority. Kara Davis, parent, is our SAC chair.

#### Involvement of the SAC in the development of the SIP

SAC meets quarterly with Leadership Team to go over all current data and testing. SAC provides feedback on and must approve SIP and School Recognition plans before we submit to the state.

**Activities of the SAC for the upcoming school year**

Meet four times per year with Leadership Team to review SIP goals and progress. Administration and teacher leaders update SAC on concerns and accomplishments.

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

No funds come to us for the sole purpose of School Improvement. Our school budget is used for any supplemental materials, programs, plans.

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Ellie Spivey**

Principal

Years as Administrator: 15

Years at Current School: 15

**Credentials**

B.F.A. Arts

M.S. Educational Leadership

**Performance Record**

A school for eleven years, Highest overall FCAT points in district for three years for non-charter, #1 in high standards in district for reading, #2 for math and science, third highest in writing, #1 in reading learning gains, #3 in math learning gains, fourth highest in low 25% reading learning gains, third highest in low 25% math learning gains.

High Standards: Reading 75%, Math 74%, Writing 52%, Science 72%

Learning Gains: Reading 77%, Math 79%

Lowest 25% LG: Reading 71%, Math 79%

Total points: 579

Progress towards AMO: Met target AMO for Hispanic; did not for all others (although AMO targets are not the same school to school or sub group to sub group)

<b>Brooke Loyed</b>		
Asst Principal	Years as Administrator: 13	Years at Current School: 7
<b>Credentials</b>	B.S. Physical Science and English M.S. English Education Ed.S. Educational Leadership	
<b>Performance Record</b>	A school for eleven years, Highest overall FCAT points in district for three years for non-charter, #1 in high standards in district for reading, #2 for math and science, third highest in writing, #1 in reading learning gains, #3 in math learning gains, fourth highest in low 25% reading learning gains, third highest in low 25% math learning gains. High Standards: Reading 75%, Math 74%, Writing 52%, Science 72% Learning Gains: Reading 77%, Math 79% Lowest 25% LG: Reading 71%, Math 79% Total points: 579 Progress towards AMO: Met target AMO for Hispanic; did not for all others (although AMO targets are not the same school to school or sub group to sub group)	

<b>Jerry Lassiter</b>		
Asst Principal	Years as Administrator: 15	Years at Current School: 1
<b>Credentials</b>	BA Math Education Masters Executive Management	
<b>Performance Record</b>	Has worked with schools with A school grade. Has also worked with schools with B and C to increase school grades.	

**Instructional Coaches**

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Karen Beck</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	RtI/MTSS	
<b>Credentials</b>	B.S. Elementary Education, certified 1-6, Educational Consultant for Houghton Mifflin Harcourt (per diem/4 years), Lead tutor for SES program (2007-2012), Classroom teacher for 28 years, full time inclusion teacher for 14 years, currently working on reading endorsement	
<b>Performance Record</b>	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

<b>Tracy Rogers</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS and FL certification Elementary Education 1-6 MS and FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014	
<b>Performance Record</b>	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.	

<b>Carey Sweet</b>		
Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>		
<b>Performance Record</b>		



<b>Margo Anderson</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification	
<b>Performance Record</b>	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

**Classroom Teachers**

<b># of classroom teachers</b>	45
<b># receiving effective rating or higher</b>	45, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	45, 100%
<b># ESOL endorsed</b>	24, 53%
<b># reading endorsed</b>	7, 16%
<b># with advanced degrees</b>	11, 24%
<b># National Board Certified</b>	5, 11%
<b># first-year teachers</b>	4, 9%
<b># with 1-5 years of experience</b>	13, 29%
<b># with 6-14 years of experience</b>	13, 29%
<b># with 15 or more years of experience</b>	15, 33%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# 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**

1. Principal and Assistant Principal will meet regularly with new teachers.
2. New teachers will be partnered with veteran staff and mentors (Prin. and A.P.).
3. New teachers will participate in Bay District’s New Teacher Induction Program (Prin. and A.P.).
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives (Prin. and A.P.).
5. Streamlined hiring process where candidates listed and qualifications listed, typically committee interviews using same questions (Admin, teacher, staff)

**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**

No funding this year for district based or school based mentors where paired with individual teachers; will be paired informally with veteran teachers in grade level for help and assistance; induction program and specific staff development will be offered to beginning teachers; specific placements made-pods, grade levels, teams, etc. in order to facilitate mentoring.

**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**

MTSS team will meet monthly. The team may meet more often at beginning of the school year. The team functions to conduct review of Discovery Education assessments, classroom assessments, FCAT 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.

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

Marykate Underwood (Guidance Counselor), Tamara Nelson (Intervention Specialist), Julia Harwell (Speech/Lang), Kendall Patrick (Speech/Lang.), Eleanor Spivey (Principal), Brooke Loyed (Assistant Principal), Lisa Gibson (MTSS Staff Training Specialist), Monique Hooks (District Resource Teacher), John Bell (School Psychologist)

Administrator : Ellie Spivey

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is

implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and

documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

School Psychologist: John Bell

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical

assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Julia Harwell and Kendall Patrick

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.

Regular Education Teachers:

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

MTSS Resource Teacher: Lisa Gibson

Support schools with the implementation of MTSS, Regularly share information with administrators/contact person at each school, Provide professional development to faculty and staff based on area of need, Attend school based Leadership Team meetings as available, Assist with data analysis and development of intervention plans, Periodically review MTSS folders for compliance/review FOCUS report monthly.

Guidance Counselor: Marykate Underwood and Intervention Specialist: Tamara Nelson

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

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

MTSS team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team contributed to the Professional Development areas of plan by outlining how MTSS Professional Development will be delivered to faculty

## **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**

FOCUS, PMRN and FAIR (K only), Discovery Education, FCAT, Patronis Snapshot FCAT data, etc. Progress monitor with DIBELS NEXT and Easy CBM, DIBELS Data System

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

Monthly MTSS Leadership Team meetings; Monthly MTSS curriculum meetings with faculty and admin; Faculty meetings after school as needed for MTSS professional development

**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:**

NA

**Strategy Purpose(s)**

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

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

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

Name	Title
Ellie Spivey	Principal
Brooke Loyed	Assistant Principal
Caroline Brantley	Common Core K-2/Teacher
Anna Hull	Common Core 3-5/Teacher
Alison Rose	Common Core 3-5/Teacher
Kim Dally	CCSS/Science/Writing/Teacher

**How the school-based LLT functions**

Meets monthly to share best practice and latest reading research so that grade reps can share at weekly curriculum meetings with grade level; The LLT is also responsible for implementing the CRP with fidelity; Team evaluates DEA data after each testing period

**Major initiatives of the LLT**

Countdown to Common Core, Discovery Education training and usage, Data discussions aligned with IPDP, RTI/MTSS data and intervention/remediation, demographic discussions, SM6 training and usage, Teacher Appraisal System and Danielson model focused on reading and writing

**Every Teacher Contributes to Reading Instruction**

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

NA

**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**

We no longer have Prek at our school. However, we have added a guidance counselor to handle transition 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. RTI/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.

**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**

NA

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

**Strategies for improving student readiness for the public postsecondary level**

## 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	87%	75%	No	88%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		38%		
White	87%	77%	No	88%
English language learners		0%		
Students with disabilities	68%	38%	No	72%
Economically disadvantaged	77%	61%	No	79%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	22%	28%
Students scoring at or above Achievement Level 4	162	54%	60%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	77%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	28	71%	76%

**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)	<i>[data excluded for privacy reasons]</i>		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		

**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	53	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**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	83%	74%	No	85%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		69%		
White	85%	75%	No	87%
English language learners		0%		
Students with disabilities	70%	49%	No	73%
Economically disadvantaged	70%	61%	No	73%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	25%	33%
Students scoring at or above Achievement Level 4	145	48%	52%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	138	79%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	79%	84%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			



**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	33	33%	38%
Students scoring at or above Achievement Level 4	39	39%	44%

**Florida Alternate Assessment (FAA)**

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

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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)	6		10
Participation in STEM-related experiences provided for students	400	50%	80%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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	128	16%	11%
Students retained, pursuant to s. 1008.25, F.S.	12	1%	1%
Students who are not proficient in reading by third grade	1	1%	0%
Students who receive two or more behavior referrals	33	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	3%	2%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**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**

- PTO Participation
- School volunteer program
- Fall Open House Participation and Spaghetti Dinner
- School Orientation K-5
- SAC

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
PTO Participation	127	17%	19%
Fall Open House and Spaghetti Dinner	410	55%	60%

**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.** Increase Writing percent proficient (high standards) from 52% to 57% or better with special emphasis on students with disabilities and economically disadvantaged (38% and 43% current proficiency respectively).

## Goals Detail

**G1.** Increase Writing percent proficient (high standards) from 52% to 57% or better with special emphasis on students with disabilities and economically disadvantaged (38% and 43% current proficiency respectively).

### Targets Supported

- Writing

### Resources Available to Support the Goal

- District Writing Assessment Team
- Six Traits Professional Development training at district and at school level-after school at District Media Center Sept. 17 3:45-5:45 and Oct. 1 3:45-5:45
- Dr. Richard Gentry presentation "Write in Every Classroom Now" at Gulf Coast State College
- Faculty meetings three times for professional development at Patronis
- Revamped Writing University

### Targeted Barriers to Achieving the Goal

- Time constraints with PD after school.
- Overcoming perception that writing is left to 4th grade teachers.

### Plan to Monitor Progress Toward the Goal

Writing proficiency will be monitored throughout the year.

### Person or Persons Responsible

Admin, teachers, students

### Target Dates or Schedule:

After Patronis Writes (4 times), DEA Ap1 (3 times), Feedback after Writing 2.0 Field test, FCAT Writing Scores 2014

### Evidence of Completion:

Patronis Writes, DEA, FCAT

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase Writing percent proficient (high standards) from 52% to 57% or better with special emphasis on students with disabilities and economically disadvantaged (38% and 43% current proficiency respectively).

**G1.B1** Time constraints with PD after school.

**G1.B1.S1** Time given during curriculum planning time and during faculty meetings.

#### **Action Step 1**

Experts brought to our faculty to share and teach--Six Traits Overview, Writing in the Disciplines, Writing Scales and Progressions.

#### **Person or Persons Responsible**

Margo Anderson and Tracy Rogers

#### **Target Dates or Schedule**

Faculty meetings-October, December, and March

#### **Evidence of Completion**

Sign in sheets

#### **Facilitator:**

Margo Anderson and Tracy Rogers

#### **Participants:**

Patronis Faculty

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

Administration will schedule PD during faculty meetings and during weekly curriculum meetings

#### **Person or Persons Responsible**

Admin and teachers

#### **Target Dates or Schedule**

Faculty meetings in October, December, and March; weekly curriculum meetings

#### **Evidence of Completion**

Sign in sheets, IPDP

### Plan to Monitor Effectiveness of G1.B1.S1

School Improvement team and grade levels will monitor Patronis Writes to see if PD being utilized; Admin will complete walk throughs and check lesson plans and IPDP's

#### Person or Persons Responsible

SI team and Admin

#### Target Dates or Schedule

4 times a year for Patronis Writes and weekly for lesson plans

#### Evidence of Completion

Lesson Plans, essays, walk-throughs

### G1.B5 Overcoming perception that writing is left to 4th grade teachers.

#### G1.B5.S1 K-5 implementation of Six Traits across grade levels and among grade levels.

##### Action Step 1

School-wide focus on teaching Six Traits, administering revamped Patronis Writes, and grading/scoring.

#### Person or Persons Responsible

Faculty and administration participating; School Improvement Team overseeing

#### Target Dates or Schedule

Year-long effort mainly during weekly curriculum planning time with administration

#### Evidence of Completion

DEA Ap 1, IPDP, classroom walk-throughs, observations

### Plan to Monitor Fidelity of Implementation of G1.B5.S1

K-5 implementation of writing across the curriculum with fidelity

#### Person or Persons Responsible

Ellie Spivey and Brooke Loyed

#### Target Dates or Schedule

Each faculty meeting

#### Evidence of Completion

Lesson Plans, walkthroughs, IPDP

**Plan to Monitor Effectiveness of G1.B5.S1**

4 School Writing assessments and scores and FCAT Writing 2.0

**Person or Persons Responsible**

Ellie Spivey and Brooke Loyed

**Target Dates or Schedule**

February 2014

**Evidence of Completion**

FCAT Writing scores

## 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

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 42% either on free or reduced breakfast/lunch. High mobility rate lends itself to needing more resources from resources for Homeless.



## 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.** Increase Writing percent proficient (high standards) from 52% to 57% or better with special emphasis on students with disabilities and economically disadvantaged (38% and 43% current proficiency respectively).

**G1.B1** Time constraints with PD after school.

**G1.B1.S1** Time given during curriculum planning time and during faculty meetings.

### PD Opportunity 1

Experts brought to our faculty to share and teach--Six Traits Overview, Writing in the Disciplines, Writing Scales and Progressions.

#### Facilitator

Margo Anderson and Tracy Rogers

#### Participants

Patronis Faculty

#### Target Dates or Schedule

Faculty meetings-October, December, and March

#### Evidence of Completion

Sign in sheets

## Appendix 2: Budget to Support School Improvement Goals