

Volusia County Schools

Read Pattillo Elementary School



2021-22 Schoolwide Improvement Plan

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Read Pattillo Elementary School

400 6TH ST, New Smyrna Beach, FL 32168

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

Demographics

Principal: Kelly Lewis

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: C (48%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Read-Pattillo family and community are committed to creating an environment where every student will dream, reach, achieve, soar.

Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lewis, Kelly	Principal	The principal is responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe and secure environment.
McCormack, Corey	Assistant Principal	The assistant principal supports the principal with monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The assistant principal establishes an orderly, safe and secure environment.
Schrader, Jen	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring school wide data and participates in activities designed to target areas of academic concern.
Crandall, Cindy	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring school wide data and participates in activities designed to target areas of academic concern.
Smith, Cindy	Instructional Coach	As a member of the school leadership team, she works to assist in monitoring school wide data and participates in activities designed to target areas of academic concern.
Thompson, Danielle	School Counselor	As a member of the school leadership team, she works to assist in monitoring school wide data and participates in activities designed to target areas of academic concern.
Anderson, Samantha	Instructional Media	As a member of the school leadership team, she works to assist in monitoring school wide data and participates in activities designed to target areas of academic concern.

Demographic Information

Principal start date

Friday 7/1/2016, Kelly Lewis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

357

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	42	55	66	57	62	0	0	0	0	0	0	0	335
Attendance below 90 percent	3	5	13	9	9	13	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	25	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	2	3	3	2	0	0	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	2	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	68	62	73	73	78	0	0	0	0	0	0	0	417
Attendance below 90 percent	12	12	7	12	3	9	0	0	0	0	0	0	0	55
One or more suspensions	5	2	4	9	5	3	0	0	0	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	2	5	14	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	3	13	12	0	0	0	0	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	0	2	4	3	14	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	6	3	3	3	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	68	62	73	73	78	0	0	0	0	0	0	0	417
Attendance below 90 percent	12	12	7	12	3	9	0	0	0	0	0	0	0	55
One or more suspensions	5	2	4	9	5	3	0	0	0	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	2	5	14	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	3	13	12	0	0	0	0	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	0	2	4	3	14	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	6	3	3	3	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	56%	57%	55%	55%	56%
ELA Learning Gains				52%	56%	58%	43%	51%	55%
ELA Lowest 25th Percentile				53%	46%	53%	33%	39%	48%
Math Achievement				57%	59%	63%	59%	60%	62%
Math Learning Gains				69%	56%	62%	49%	54%	59%
Math Lowest 25th Percentile				55%	43%	51%	37%	40%	47%
Science Achievement				50%	57%	53%	63%	58%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	58%	6%	58%	6%
Cohort Comparison						
04	2021					
	2019	49%	54%	-5%	58%	-9%
Cohort Comparison		-64%				
05	2021					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	60%	-11%	62%	-13%
Cohort Comparison						
04	2021					
	2019	67%	59%	8%	64%	3%
Cohort Comparison		-49%				
05	2021					
	2019	52%	54%	-2%	60%	-8%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	56%	-4%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For the English Language Arts and Mathematics sections the number represents the total number of students tested during the i-Ready window. Percent proficiency is percentage of students scoring "Early On Grade Level" or "Mid or Above Grade Level" on i-Ready diagnostic assessment.

For the 5th Grade Science Section the number represents the total number of students tested. This number consists of more than one Volusia Science Test (VST) assessment. / Percent proficiency is percentage of students scoring 70% or above on the VST assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53 / 11.32%	66 / 34.85%	61 / 50.82%
	Economically Disadvantaged	36 / 8.33%	46 / 21.74%	41 / 41.46%
	Students With Disabilities	8 / 12.50%	8 / 12.50%	10 / 10.00%
	English Language Learners	3 / 0.00%	2 / 0.00%	3 / 0.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48 / 14.58%	61 / 21.31%	66 / 39.39%
	Economically Disadvantaged	32 / 12.50%	39 / 15.38%	45 / 28.89%
	Students With Disabilities	6 / 16.67%	8 / 0.00%	7 / 0.00%
	English Language Learners	2 / 0.00%	2 / 0.00%	2 / 33.33%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58 / 27.59%	60 / 41.67%	70 / 57.14%
	Economically Disadvantaged	45 / 15.56%	44 / 34.09%	50 / 50.00%
	Students With Disabilities	13 / 7.69%	14 / 14.29%	14 / 35.71%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55 / 16.36%	53 / 35.85%	65 / 66.15%
	Economically Disadvantaged	42 / 11.90%	39 / 41.03%	49 / 63.27%
	Students With Disabilities	12 / 16.67%	11 / 36.36%	14 / 57.14%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54 / 53.70%	68 / 51.47%	66 / 62.12%
	Economically Disadvantaged	44 / 47.73%	54 / 46.30%	51 / 54.90%
	Students With Disabilities	16 / 18.75%	19 / 26.32%	20 / 25.00%
	English Language Learners	3 / 33.33%	5 / 0.00%	4 / 50.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54 / 7.41%	59 / 27.12%	59 / 52.54%
	Economically Disadvantaged	44 / 4.55%	46 / 23.91%	46 / 50.00%
	Students With Disabilities	16 / 6.25%	18 / 11.11%	18 / 22.22%
	English Language Learners	3 / 0.00%	3 / 0.00%	4 / 50.00%
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62 / 29.03%	69 / 36.23%	66 / 46.97%
	Economically Disadvantaged	51 / 25.49%	54 / 37.04%	52 / 48.08%
	Students With Disabilities	15 / 6.67%	21 / 4.76%	22 / 22.73%
	English Language Learners	2 / 0.00%	2 / 50.00%	4 / 25.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59 / 1.69%	65 / 26.15%	58 / 43.10%
	Economically Disadvantaged	47 / 2.13%	52 / 23.08%	48 / 41.67%
	Students With Disabilities	16 / 0.00%	20 / 5.00%	18 / 11.11%
	English Language Learners	2 / 0.00%	1 / 0.00%	1 / 0.00%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57 / 33.90%	63 / 33.85%	61 / 36.07%
	Economically Disadvantaged	43 / 34.09%	46 / 27.08%	45 / 35.56%
	Students With Disabilities	12 / 7.14%	14 / 14.29%	15 / 20.00%
	English Language Learners	1 / 0.00%	3 / 0.00%	3 / 33.33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57 / 12.28%	61 / 42.62%	34 / 58.82%
	Economically Disadvantaged	43 / 11.63%	45 / 37.78%	26 / 57.69%
	Students With Disabilities	12 / 8.33%	16 / 31.25%	10 / 30.00%
	English Language Learners	1 / 0.00%	2 / 50.00%	2 / 50.00%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	269 / 57%	246 / 77%	95 / 67%
	Economically Disadvantaged	203 / 55%	178 / 73%	71 / 61%
	Students With Disabilities	59 / 54%	51 / 75%	22 / 57%
	English Language Learners	5 / 0%	10 / 0%	5 / 0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	42		26	50		42				
BLK	23			19							
HSP	60			30							
MUL	42			45							
WHT	59	59		62	65		70				
FRL	48	51	25	51	63	50	51				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	36	47	25	61	53					
BLK	29	38		38	59	43	38				
HSP	23			46							
MUL	64			57							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	63	56	64	63	74	69	60				
FRL	46	53	58	50	68	52	34				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	26	27	15	17	6	21				
BLK	25	25		30	21	27					
HSP	70			80							
MUL	59	25		60	50						
WHT	62	49	35	67	55	42	68				
FRL	46	38	35	50	41	33	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of our students in the lowest quartile decreased from previous years data in both ELA and Math. In ELA, the learning gains of our lowest quartile decreased 22 points. In Math the learning gains of our lowest quartile decreased 9 points. Also, our Students with Disabilities and African America Students did not reach state proficiency of 41%. Our science achievement increased 8 points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Lowest Quartile for both ELA and Math. In ELA, the learning gains of our lowest quartile decreased 22 points. In Math the learning gains of our lowest quartile decreased 9 points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need for improvement would be COVID-19 leading to various instructional platforms (Face-to-Face and Virtual), attendance concerns with students required to quarantine, and effective use of PLCs and using data to drive instruction.

The use of data trends forms will be used during PLC time to help monitor data in order to develop appropriate remediation and enrichment plans for instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science showed the most improvement from the 2019 state assessments. Our science achievement score increased 8 points from a 50 in 2019 to a 58 in the 2021 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to our improvement in science is the school wide approach to making science a priority. Read-Pattillo kept a science assessment binder for each grade level. Teachers reviewed the SMT data and developed a calendar response plan. 5th grade science teachers focused on FAIR Games Standards and the units missed during the 4th quarter of the 2019-2020 school year while students were doing online instruction due to school closures.

What strategies will need to be implemented in order to accelerate learning?

Targeting our lowest quartile using data chats and our H.U.G. mentor initiative. Continuous monitoring of data and targeted small group instruction.

Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are

provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Date Topic

8/25/2021 Deep Dive into ELA B.E.S.T. Standards and Focus Board Training

9/08/2021 Small Group Instruction in ELA and Math

10/04/2021 Providing Quality Feedback

1/05/2022 Mentor Training

3/23/2022 Response to Intervention Training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continue to use District approved resources for whole group and small group instruction. Utilize district support personnel to help monitor data and create intervention plans.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	This Area of Focus aligns to Strategic Plan Goal 1: engage all students in high levels of learning EVERY day. When comparing FSA data from the 2018-2019 school year to the 2020-2021 school year, our overall ELA achievement was at 53% a decrease in 1 point. Our ELA learning gains increased 1 point to 53% and our ELA learning gains in the lowest quartile dropped 22 points from 53% to 31%.
Measurable Outcome:	Increase ELA Lowest Quartile Learning Gains from 31% to 41%, including ESSA subgroups, Students with Disabilities and African American Students. This Area of Focus will be monitored through frequent classroom observations with specific ELA look-fors, to include small group instruction and standards focus boards, and data chats to determine instructional adjustments needed to impact student growth. Students in our ESSA subgroups and the lowest quartile will be in our H.U.G. mentor initiative. Students will meet with their mentor teacher weekly and do a hello, update, and set a goal. Goals will be set based on student data and monitored throughout the year.
Monitoring:	Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.
Person responsible for monitoring outcome:	Kelly Lewis (krlewis@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence based strategy is providing quality feedback. Based on research by John Hattie, providing quality feedback has a .70 efficacy rate. According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement. It has an effect size of .70 while the average effect size is .40, which is equal to approximately one year of learning.
Rationale for Evidence-based Strategy:	There are many strategies to maximize the power of feedback: Shute (2008) provided nine guidelines for using feedback to enhance learning: focus feedback on the task not the learner, provide elaborated feedback, present elaborated feedback in manageable units, be specific and clear with feedback messages, keep feedback as simple as possible but no simpler, reduce uncertainty between performance and goals, give unbiased, objective feedback, written or via computer, promote a learning goal orientation via feedback, provide feedback after learners have attempted a solution.

Action Steps to Implement

Share the data with the faculty and staff that determined our area of focus and the need for the implementation of providing quality feedback.

Person Responsible Kelly Lewis (krlewis@volusia.k12.fl.us)

Identify students in the lowest quartile and develop our H.U.G. mentor group to conduct weekly check-ins.

Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.

Person Responsible Corey McCormack (cmmccorm@volusia.k12.fl.us)

Provide ongoing professional learning on providing quality feedback, Small Group Instruction, Standards Focus Boards, and mentoring during ERPLs and Teacher Duty Days.

Person Responsible Cindy Smith (clsmith@volusia.k12.fl.us)

Use of Focus Boards in every classroom that include Learning Targets and Success Criteria to ensure students know they are learning.

Person Responsible Kelly Lewis (krlewis@volusia.k12.fl.us)

Provide professional learning, a Deep Dive into the B.E.S.T. standards, to ensure teachers understand the new ELA standards.

Person Responsible Jen Schrader (jlschrad@volusia.k12.fl.us)

Conduct PLCs and Data Chats to do continuous progress monitoring of student data to create a intervention plan for remediation and enrichment.

Person Responsible Cindy Smith (clsmith@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: This Area of Focus aligns to Strategic Plan Goal 1: engage all students in high levels of learning EVERY day. When comparing FSA data from the 2018-2019 school year to the 2020-2021 school year, our overall Math achievement was 52%, decreasing 5 points from 57%. Our Math Learning Gains decreased 10 points to 59% and the Learning Gains in the Lowest Quartile dropped 9 points from 55% to 46%.

Measurable Outcome: Increase Math Lowest Quartile Learning Gains from 46% to 62%, including ESSA subgroups, Students with Disabilities and African American Students.

This Area of Focus will be monitored through frequent classroom observations with specific math look-fors, to include small group instruction and standards focus boards, and data chats to determine instructional adjustments needed to impact student growth. Students in our ESSA subgroups and the lowest quartile will be in our H.U.G. mentor initiative. Students will meet with their mentor teacher weekly and do a hello, update, and set a goal. Goals will be set based on student data and monitored throughout the year.

Monitoring: Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.

Person responsible for monitoring outcome: Kelly Lewis (krlewis@volusia.k12.fl.us)

Evidence-based Strategy: Our evidence based strategy is providing quality feedback. Based on research by John Hattie, providing quality feedback has a .70 efficacy rate.

Rationale for Evidence-based Strategy: According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement. It has an effect size of .70 while the average effect size is .40, which is equal to approximately one year of learning. There are many strategies to maximize the power of feedback: Shute (2008) provided nine guidelines for using feedback to enhance learning: focus feedback on the task not the learner, provide elaborated feedback, present elaborated feedback in manageable units, be specific and clear with feedback messages, keep feedback as simple as possible but no simpler, reduce uncertainty between performance and goals, give unbiased, objective feedback, written or via computer, promote a learning goal orientation via feedback, provide feedback after learners have attempted a solution.

Action Steps to Implement

Share the data with the faculty and staff that determined our area of focus and the need for the implementation of providing quality feedback.

Person Responsible: Kelly Lewis (krlewis@volusia.k12.fl.us)

Identify students in the lowest quartile and develop our H.U.G. mentor group to conduct weekly check-ins.

Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.

Person Responsible Corey McCormack (cmmccorm@volusia.k12.fl.us)

Provide ongoing professional learning on providing quality feedback, small group instruction, standards focus boards, and mentoring during ERPLs and Teacher Duty Days.

Person Responsible Cindy Smith (clsmith@volusia.k12.fl.us)

Use of Focus Boards in every classroom that include Learning Targets and Success Criteria to ensure students know they are learning.

Person Responsible Kelly Lewis (krlewis@volusia.k12.fl.us)

Conduct PLCs and Data Chats to do continuous progress monitoring of student data to create a intervention plan for remediation and enrichment.

Person Responsible Cindy Smith (clsmith@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	This Area of Focus aligns to Strategic Plan Goal 1: engage all students in high levels of learning EVERY day. As a result of our Needs Assessment and Analysis, we've identified our ESSA subgroups to be Students with Disabilities and African American students.
Measurable Outcome:	<p>Increase ELA achievement scores for both ESSA subgroups from 23% to 41%. Increase Math achievement scores for our Students with Disabilities from 26% to 41%. Increase Math achievement scores for our African American students from 19% to 41%.</p> <p>This Area of Focus will be monitored through frequent classroom observations with specific ELA and math look-fors, to include small group instruction and standards focus boards, and data chats to determine instructional adjustments needed to impact student growth. Students in our ESSA subgroups and the lowest quartile will be in our H.U.G. mentor initiative. Students will meet with their mentor teacher weekly and do a hello, update, and set a goal. Goals will be set based on student data and monitored throughout the year.</p>
Monitoring:	<p>Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.</p>
Person responsible for monitoring outcome:	Kelly Lewis (krlewis@volusia.k12.fl.us)
Evidence-based Strategy:	<p>Our evidence based strategy is providing quality feedback. Based on research by John Hattie, providing quality feedback has a .70 efficacy rate.</p> <p>According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement. It has an effect size of .70 while the average effect size is .40, which is equal to approximately one year of learning.</p> <p>There are many strategies to maximize the power of feedback: Shute (2008) provided nine guidelines for using feedback to enhance learning: focus feedback on the task not the learner, provide elaborated feedback, present elaborated feedback in manageable units, be specific and clear with feedback messages, keep feedback as simple as possible but no simpler, reduce uncertainty between performance and goals, give unbiased, objective feedback, written or via computer, promote a learning goal orientation via feedback, provide feedback after learners have attempted a solution.</p>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

Share the data with the faculty and staff that determined our area of focus and the need for the implementation of providing quality feedback.

Person Responsible Kelly Lewis (krlewis@volusia.k12.fl.us)

Identify students in our ESSA Subgroups, Students with Disabilities and African American Students, and develop our H.U.G. mentor group to conduct weekly check-ins.

Read-Pattillo's H.U.G. initiative is a mentoring program that targets students who have been identified as one of our Lowest Quartile Students or a student in one of our two ESSA Subgroups (Students with Disabilities and African American Students). Teachers sign up to be a H.U.G. Mentor and meet with their "H.U.G." student(s) for a Hello (H), Update (U), and Goal (G). In the beginning of the year, all the H.U.G. students receive a letter explaining what the H.U.G. program is, introducing their mentor teacher, and letting them know what day and time to meet with their mentor. We meet with the H.U.G. students to review what the program is overall and how to set goals. Mentor teachers are provided with various forms of data monitoring to help students set goals and reach them. As a school, we monitor our H.U.G. students (lowest quartile and ESSA subgroup students) by tracking their progress on iReady and on the various district assessments.

Person Responsible Corey McCormack (cmmccorm@volusia.k12.fl.us)

Provide ongoing professional learning on providing quality feedback, small group instruction, standards focus boards, and mentoring during ERPLs and Teacher Duty Days.

Person Responsible Cindy Smith (clsmith@volusia.k12.fl.us)

Use of Focus Boards in every classroom that include Learning Targets and Success Criteria to ensure students know they are learning.

Person Responsible Kelly Lewis (krlewis@volusia.k12.fl.us)

Conduct PLCs and Data Chats to do continuous progress monitoring of student data to create a intervention plan for remediation and enrichment.

Person Responsible Cindy Smith (clsmith@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school's SESIR incident and discipline data from the 2019-2020 school year to other schools across the state, we have identified threats/intimidation and campus disruption as our areas of concern.

School will:

- continue to us PBIS strategies and school wide CRIMP expectations for all students
- conduct monthly data meetings with PBIS team
- provide incident data to teachers as needed

Teachers will:

- review CRIMP expectations with students
- follow PBIS strategies and expectations with all students
- monitor data provided by PBIS team

PBIS team meetings will take place quarterly to discuss the above implementation plan based on the data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Read-Pattillo has daily SEL time built into the Master Schedule. We are a PBIS school and we use the CRIMP reward system. Students will be trained through guided lessons to model Citizenship, Respect, Inclusiveness, Mindset, and Persistence. They will earn incentive (CRIMP) dollars when modeling these attributes. They will shop in the school store every week during the first month of school and every other week there after. The PBIS committee trains the faculty annually and meets quarterly to review data. As campus issues arise, the committee will meet to brainstorm solutions. Parents will receive information about the CRIMP program in the welcome folder. SEL is also part of the Parent Night training sessions. Our guidance counselor will support students through regular lessons as well as small group and individual guidance sessions. With improved Social Emotional Learning, the hope is that students will be more engaged in school and will attend regularly and on-time.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Leadership Team will review the PBIS program with the teachers during pre-planning. Teachers will review what CRIMP is and what it means with students during the first week of school. The Leadership Team will meet monthly to review school data and problem solve an issues that arise.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00