

Bay District Schools

Patronis Elementary School



2021-22 Schoolwide Improvement Plan

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Patronis Elementary School

7400 PATRONIS DR, Panama City Beach, FL 32408

[no web address on file]

Demographics

Principal: Brooke Loyed

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (71%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Bay 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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Patronis Elementary School

7400 PATRONIS DR, Panama City Beach, FL 32408

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Loyed, Brooke	Principal	
McKenzie, Katie	Assistant Principal	
Bray, Christina	Teacher, K-12	
Good, Amy	Teacher, K-12	
Holbrook, Debra	Teacher, K-12	
Vines, Cyrethia	Teacher, K-12	
Jackson, Katy	Teacher, K-12	
Porter, Brenda	Teacher, K-12	
Hull, Anna	Teacher, K-12	
West, Lori	Teacher, K-12	
Patrick, Kendall	Teacher, K-12	
Mathis, Michele	Teacher, K-12	
Rose, Alison	Teacher, K-12	
Neeley, Jill	Teacher, K-12	
West, Christopher	Teacher, K-12	
Smith, Nancy	Teacher, K-12	
Evans, Alison	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2021, Brooke Loyed

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.*

2

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.*

6

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

626

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

4

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

3

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	113	115	96	103	97	96	0	0	0	0	0	0	0	620
Attendance below 90 percent	11	22	21	14	12	10	0	0	0	0	0	0	0	90
One or more suspensions	1	3	1	7	5	5	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	14	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	13	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	6	11	10	9	5	2	0	0	0	0	0	0	0	43

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	3	1	3	9	10	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	5	3	2	1	2	0	0	0	0	0	0	0	0	13
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

Monday 8/23/2021

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	92	104	85	84	90	85	0	0	0	0	0	0	0	540
Attendance below 90 percent	9	25	20	21	13	21	0	0	0	0	0	0	0	109
One or more suspensions	0	3	6	8	12	9	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	3	4	2	4	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	24	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	0	2	6	6	7	20	0	0	0	0	0	0	0	41

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	1	1	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	2	4	1	0	0	0	0	0	0	0	7

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	92	104	85	84	90	85	0	0	0	0	0	0	0	540
Attendance below 90 percent	9	25	20	21	13	21	0	0	0	0	0	0	0	109
One or more suspensions	0	3	6	8	12	9	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	3	4	2	4	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	24	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	0	2	6	6	7	20	0	0	0	0	0	0	0	41

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	1	1	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	2	4	1	0	0	0	0	0	0	0	7

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				76%	55%	57%	74%	50%	56%
ELA Learning Gains				63%	59%	58%	66%	49%	55%
ELA Lowest 25th Percentile				61%	57%	53%	51%	45%	48%
Math Achievement				79%	56%	63%	85%	57%	62%
Math Learning Gains				65%	54%	62%	79%	57%	59%
Math Lowest 25th Percentile				65%	42%	51%	68%	46%	47%
Science Achievement				60%	53%	53%	72%	50%	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	77%	61%	16%	58%	19%
Cohort Comparison						
04	2021					
	2019	77%	58%	19%	58%	19%
Cohort Comparison		-77%				
05	2021					
	2019	68%	56%	12%	56%	12%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	62%	19%	62%	19%
Cohort Comparison						
04	2021					
	2019	84%	59%	25%	64%	20%
Cohort Comparison		-81%				
05	2021					
	2019	65%	54%	11%	60%	5%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	54%	5%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

MAP data for all grades (Spring 2021)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	X	X	99/123 80%
	Economically Disadvantaged	X	X	37/50 74%
	Students With Disabilities	X	X	17/27 63%
	English Language Learners	X	X	2/4 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	X	X	102/122 84%
	Economically Disadvantaged	X	X	37/50 74%
	Students With Disabilities	X	X	22/27 81%
	English Language Learners	X	X	2/4 50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	X	X	67/107 63%
	Economically Disadvantaged	X	X	22/47 47%
	Students With Disabilities	X	X	13/27 48%
	English Language Learners	X	X	3/7 43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	X	X	72/107 67%
	Economically Disadvantaged	X	X	27/47 57%
	Students With Disabilities	X	X	12/27 44%
	English Language Learners	X	X	5/7 71%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	X	X	89/121 74%
	Economically Disadvantaged	X	X	32/50 64%
	Students With Disabilities	X	X	17/29 59%
	English Language Learners	X	X	2/6 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	X	X	79/121 65%
	Economically Disadvantaged	X	X	27/50 54%
	Students With Disabilities	X	X	12/28 43%
	English Language Learners	X	X	1/6 17%
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	X	X	76/106 72%
	Economically Disadvantaged	X	X	24/38 63%
	Students With Disabilities	X	X	15/23 65%
	English Language Learners	X	X	3/6 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	X	X	77/106 73%
	Economically Disadvantaged	X	X	23/38 61%
	Students With Disabilities	X	X	19/24 79%
	English Language Learners	X	X	4/6 67%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	63/100 63%
	Economically Disadvantaged	X	X	18/34 53%
	Students With Disabilities	X	X	14/30 47%
	English Language Learners	X	X	4/5 80%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	62/98 63%
	Economically Disadvantaged	X	X	16/34 47%
	Students With Disabilities	X	X	12/30 40%
	English Language Learners	X	X	2/5 40%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	X	X	61/100 61%
	Economically Disadvantaged	X	X	16/34 47%
	Students With Disabilities	X	X	16/30 53%
	English Language Learners	X	X	1/5 20%

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	45	20		47	33		35				
ELL	60			70							
HSP	69	60		69	50		70				
MUL	56			68							
WHT	74	46	20	72	55	13	72				
FRL	57	40	27	55	43	21	61				
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	59	56	50	78	58	67	47				
HSP	80	43		75	31						
MUL	72	71		76	79						
WHT	75	64	58	79	65	66	59				

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
FRL	66	58	65	71	56	60	47				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	53	48	74	63	53	47				
BLK	41			63							
HSP	64	93		76	71						
MUL	68	64		72	90						
WHT	77	65	48	87	80	68	77				
FRL	62	58	43	76	78	70	64				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
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	62
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	50
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	43
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?

2021

Third grade FSA High Achievement remained relatively the same in ELA and Math in 2021.

Fourth grade High Achievement went down 14 points and 18 points respectively.

Fifth grade High Achievement went down 1 point in ELA and remained the same in Math.

Learning Gains for fifth grade declined 9 and 7 points. Low Quartile declined significantly in both areas.

Fifth grade High Standards for Science increased 10 points.

2019

Third through Fifth High Achievement in 2019 in ELA rose 2 points from 2018. It declined 6 points in Math.

2019. Learning Gains in ELA dropped 3 points and in Math dropped 14 points. Low Quartile ELA went up 10 points and down 3 in math Low quartile (but we were #1 in the district).

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

In 2019 our greatest need for improvement was in the area of math in HS and LG.

In 2021 our greatest need for improvement was in the area of ELA for HS and LG.

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

In looking at all of the factors, because third grade scores were so high in 2019, the 2021 calculation of learning gains using "prior, prior year data" from 2019 scores had an unusual negative impact on our 5th graders. In addition, because no one tested in 2020, 4th graders had never taken FSA before and fifth graders had only taken it one time in third grade. The Covid 19 pandemic had a significant effect due to loss of instruction the last nine weeks of 2020 and due to dual teaching in 2020-2021. Online/Baylink was the only answer for our district but we had many students enrolled this way who were ESE and MTSS who needed direct contact with teachers and resources. At-home learning did not produce the same academic rigor, habits, and outcomes as in person teaching and learning. Quarantining and sickness for students, parents and staff had a huge impact. Also, the focus of 2020-2021 for families was basically trying to stay healthy, keep jobs and take care of family members..

The math decline in 2019 can be contributed to many things--Hurricane Michael and loss of instructional time and mental health issues due to the storm, etc. just to name a couple.

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

In 2019 our greatest improvement was in Learning Gains of Low Quartile in ELA (up 10 points). Our 2021 greatest improvement was in the area of Science High Standards with a 10 point increase (up from 60% to 70%).

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

Our low quartile is usually a combination of ESE and MTSS students. We had many supports put into place for the 2018-2019 school year (same supports were not able to be delivered the following year with virtual learning).

Our 2021 Science increase is due to a new dedication to STEAM time. We have a focused science teacher for K-5 and we also have a departmentalized 5th grade that has a science teacher in the pod. Both resources provide science experiences and resources for all teachers to provide and follow up with in their classrooms.

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

iReady, MTSS, TAG, ESE resources, paraprofessional assistance

We have restored our Reading First initiative where students' main focus at home should be on reading self selected reading. We have a Ten Book Challenge with rewards attainable for all students. We have our Millionaire's Club for students who read one million words. We will continue our Accelerated Reading program with celebrations throughout the year.

We have a new HMH reading program this year K-5 which should give PLC's focus.

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.

HMH training-Canvas and live, PLC ELA days during summer, iReady training-summer and fall, iReady throughout year

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

One to one technology in the classroom is a major focus. This sustainability is difficult b/c they are considered to be like textbooks with a 4 to 5 year lifespan but we are determined to find a way with grants, donations, and technology money.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Learning gains will be our area of focus due to the scores the past two testing years. Using our 2019 and 2021 data, we hope to increase overall Learning Gains in ELA (and Math). We will give a specific focus on our low quartile students' learning gains in ELA (and math).

Measurable Outcome: Using 2019 data: ELA LG-increase from 63% to 65%
Math LG-increase from 65% to 67%
ELA Low Quartile LG-maintain or increase the 61%
Math Low Quartile LG-maintain or increase the 65%
2021 data (just as reference point to show prior, prior year learning gains for 5th graders):
ELA LG-increase from 48%
Math LG-increase from 52%
ELA Low Quartile LG-24%
Math Low Quartile LG-24%

Monitoring: iReady testing, classroom assessments, MTSS data, AR STAR data

Person responsible for monitoring outcome: Brooke Loyed (loyedbm@bay.k12.fl.us)

Evidence-based Strategy: Main strategy: Be trained thoroughly and implement HMH new reading curriculum
Other: Be trained thoroughly and implement new iReady program
Continue Tier 3 interventions with fidelity

Rationale for Evidence-based Strategy: New district curriculum adopted.

Action Steps to Implement

Attend live/in person HMH trainings over summer and during school year.

Person Responsible Brooke Loyed (loyedbm@bay.k12.fl.us)

PLC meetings will work together on planning, teaching, and assessments. Most PLC's will use reading as their deliberate practice this year.

Person Responsible Brooke Loyed (loyedbm@bay.k12.fl.us)

Be trained in iReady program to aid in instruction once diagnostics are complete

Person Responsible Brooke Loyed (loyedbm@bay.k12.fl.us)

Identify and provide Tier 3 reading intervention to those in MTSS

Person Responsible Michele Mathis (mathim@bay.k12.fl.us)

Outfit upper grades with one to one devices to assist in access to programs that are centered around technology

Person Responsible Carol Senn (senncb@bay.k12.fl.us)

During summer of 2021, provide all instructional personnel with their own FSA data from last year, their students' data for 2021-2022, and a low quartile list for 4th and 5th grade. This list will be updated weekly depending on enrollment and will be finalized in October. PLC's, MTSS, ESE, and support personnel will all use low quartile data to drive decision making processes. Teachers and admin will complete chart on how many points are needed for a learning gain. Special emphasis on bubble students.

Person Responsible Brooke Loyed (loyedbm@bay.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.

We will decrease the number of discipline referrals by 10%

Discipline Data:

213 total referrals during the 2020-2021 school year.

Bus referrals were 14% of all referrals for the year with first grade leading the numbers

Inappropriate Behavior/Language accounted for 58% with fifth grade leading the numbers

Defiance/Insubordination/non-compliance accounted for 15% of referrals with first grade leading the numbers

42 bus suspensions (first grade had highest numbers)

49 In-school suspensions (5th grade had highest numbers)

39 out-of-school suspensions (4th and 5th had highest numbers)

Counseling, conferencing, detention and other accounted for the rest

Primary Area of Concern: Inappropriate Behavior/Language

School culture and environment will be monitored through nine week behavior and discipline data. Our MTSS Leadership Team will also analyze data.

Positive referrals, Panther Code, Panther Traits (one a month), Exploring Second Step K-2 will all be utilized with fidelity. Daily reminders on ITV and Special Area will concentrate on this also.

***Promise Paraprofessional and Behavior Paraprofessional in place to return students to class after brief time**

with them to learn how to deal with issues they are having (can utilize Merrell's Strong Kids (SEL social skills curriculum)

***Special Area will utilize character education/character traits monthly and recognition for K-5 monthly**

***School-wide expectations in place, posted, taught and reviewed (many utilizing morning meetings also)**

***MTSS Behavior data chats**

***Special Area Behavior Team meets weekly**

***Utilize mental health resources available-Behavior Triad, PanCare, Kiosks, Community of Care referral, guidance referrals**

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.

Patronis is not a Title I school.

Our school hosts several different events in order to encourage parents and teachers to join our PTO. Our very active PTO is an excellent way for all parents to become involved as it provides a multitude of flexible opportunities to volunteer. Surveys are sent out in order to determine how parents would best like to become involved. Later, the PTO board contacts parents based on their responses.

The School Volunteer Program is another way in which parents and other family members are invited to become active and involved members of our school family.

Our Fall Open House and Spaghetti Dinner later in the year are also ways we encourage our families to see what is happening in our school.

School Orientation K-5 paves the way at the beginning of each school year as students and families are welcomed to our campus.

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

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

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

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

Our Social Media school contact also keeps our Patronis pages up to date with useful information.

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

Faculty
Staff
Admin
Bus

Food Service
 Parents and volunteers
 Mentors
 Students
 Business Partners
 Bay Base

Parents, volunteers and Business partners all work together to complete fundraisers and provide teachers and classrooms with everything needed for a successful year. Our volunteers are the lifeblood of our school.

Faculty, staff, and admin provide positive referrals for our students doing great things. Our climate is supported by our Panther Code and Panther Character Traits. Lunch on stage with administration and Community Round-ups are just small examples of students working hard to be positive role models. Our faculty and staff make our school feel like a family according to Climate Surveys.

Our bus drivers, food service employees, and Bay Base employees provide vital supports for our students. They all make an extra effort to see that students are safe and healthy in all aspects.

Our students participate in Student Council, Girl Scouts, Chorus, Baton, and ITV. These programs build leaders in our school. The sponsors look for good behavior and leadership at all times.

Our local Mentors through Elevate Bay are essential to making connections with students. Our mentors work either one on one or with a classroom. They are trained and are leaders in our community who give our students goals and dreams.

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
Total:			\$0.00