

Seminole County Public Schools

# Partin Elementary School



2021-22 Schoolwide Improvement Plan

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# Partin Elementary School

1500 TWIN RIVERS BLVD, Oviedo, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0701>

## Demographics

Principal: Martha Garcia

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	25%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (73%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Seminole 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](http://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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# Partin Elementary School

1500 TWIN RIVERS BLVD, Oviedo, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0701>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	24%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

## School Grades History

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

## School Board Approval

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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.**

The mission of Partin Elementary School is to provide quality learning instruction through rigorous instruction, provide positive conditions for learning for all students to make one year's growth in one year's time, and foster skills for future ready graduates.

#### **Provide the school's vision statement.**

Named for a teacher in the Oviedo community that worked tirelessly on behalf of her students, Marguerite Partin Elementary School is determined to make every child a "star." Partin Elementary School faculty and staff, made up of diverse, highly caring, dedicated and qualified community members, work towards creating a school environment that provides meaningful educational opportunities for each and every student. Our school improvement and professional development goal for the year is that all teachers will focus on learning gains with a focus on lower quartile and students in the High Level 1, High Level 2, and Low 3 sub levels, reducing achievement gaps and access gaps, Advanced Opportunities, and improving student attendance.

### 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
Garcia, Martha	Principal	To monitor the follow-through of all items developed in the SIP and ensure target goals are being met.
Bornemann, Lynette	Assistant Principal	To support the principal with monitoring all items in the SIP and ensuring target goals are being met.
Moll, Pamela	Instructional Coach	To support and monitor the reading targets in the SIP.
Ciupik, Tamara	School Counselor	To support and monitor the ESE targets in the SIP.
Carroll, Michelle	Teacher, ESE	To support and monitor the targets in the SIP.
Willadsen, Emily	Instructional Technology	To support and monitor our electronic data sheet for tracking our student progress.
Frazier, Amanda	Teacher, ESE	To support and monitor the ESE targets in the SIP.
Herbert, Carmen	Teacher, K-12	To support and monitor the ESOL targets in the SIP.
Keating, Julie	Instructional Coach	To support and monitor the math targets in the SIP.

**Demographic Information**

**Principal start date**

Thursday 7/1/2021, Martha Garcia

**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.*

1

**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.*

9

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

611

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

3



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

0

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	81	94	107	104	108	117	0	0	0	0	0	0	0	611
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	0	0	1	1	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	4	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	7	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	2	7	11	0	0	0	0	0	0	0	0	0	20

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	1	2	0	0	0	0	0	0	0	3

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	2	2	4	6	4	0	0	0	0	0	0	0	19
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 8/30/2021

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	89	111	98	116	115	113	0	0	0	0	0	0	0	642
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3

**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	1	0	0	0	0	0	0	0	0	1

**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	0	1	4	5	4	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	89	111	98	116	115	113	0	0	0	0	0	0	0	642
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3

**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	1	0	0	0	0	0	0	0	0	1

**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	0	1	4	5	4	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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				81%	67%	57%	77%	63%	56%
ELA Learning Gains				68%	61%	58%	63%	58%	55%
ELA Lowest 25th Percentile				48%	51%	53%	40%	47%	48%
Math Achievement				80%	70%	63%	79%	68%	62%
Math Learning Gains				70%	66%	62%	69%	62%	59%
Math Lowest 25th Percentile				53%	50%	51%	47%	46%	47%
Science Achievement				75%	62%	53%	82%	66%	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	88%	67%	21%	58%	30%
Cohort Comparison						
04	2021					
	2019	79%	65%	14%	58%	21%
Cohort Comparison		-88%				
05	2021					
	2019	79%	64%	15%	56%	23%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	71%	14%	62%	23%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	72%	9%	64%	17%
Cohort Comparison		-85%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	75%	62%	13%	53%	22%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

iReady Diagnostic Assessments were utilized to progress monitor\*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

\*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50/53%	73/69%	93/87%
	Economically Disadvantaged	8/36%	11/48%	18/75%
	Students With Disabilities	3/30%	4/40%	5/50%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42/45%	67/63%	91/85%
	Economically Disadvantaged	6/27%	12/52%	16/67%
	Students With Disabilities	2/20%	4/40%	5/50%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/59%	72/73%	79/79%
	Economically Disadvantaged	9/38%	12/48%	16/64%
	Students With Disabilities	5/31%	7/44%	6/38%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39/42%	59/59%	77/76%
	Economically Disadvantaged	5/21%	9/36%	17/68%
	Students With Disabilities	4/25%	6/38%	8/50%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49/48%	58/52%	81/72%
	Economically Disadvantaged	12/43%	11/38%	17/57%
	Students With Disabilities	0	1/6%	4/25%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48/48%	67/62%	84/78%
	Economically Disadvantaged	8/29%	11/38%	16/57%
	Students With Disabilities	2/13%	4/25%	7/44%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63/62%	81/74%	84/76%
	Economically Disadvantaged	9/41%	14/58%	14/58%
	Students With Disabilities	0	1/11%	1/11%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58/57%	83/75%	88/80%
	Economically Disadvantaged	5/24%	10/42%	12/50%
	Students With Disabilities	2/22%	3/33%	3/33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/60%	80/75%	76/71%
	Economically Disadvantaged	8/38%	13/54%	14/56%
	Students With Disabilities	1/8%	1/8%	2/17%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/75%	80/75%	83/79%
	Economically Disadvantaged	13/59%	12/48%	15/60%
	Students With Disabilities	3/25%	1/8%	2/17%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

**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	24	36	33	38	43	27	15				
ELL	68			68							
ASN	96			100							
BLK	55			25							
HSP	84	65		80	55		73				
WHT	81	58	64	80	47	38	72				
FRL	67	60		55	50	27	48				
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	35	36	31	38	48	45	31				
ELL	67	50		62	57						
ASN	96	69		96	81						
BLK	56	50	46	44	56	62	36				
HSP	73	59	45	69	60	38	70				
WHT	86	74	50	86	75	61	80				
FRL	58	55	44	55	62	50	48				
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	28	26	21	32	63	62	27				
ELL	42			58							
ASN	90	71		90	82		91				
BLK	46	47		43	50						
HSP	68	56	44	70	58	33	82				
WHT	83	66	42	84	72	56	82				
FRL	61	56	38	64	62	44	79				

**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	65
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	86
Total Points Earned for the Federal Index	516

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	98
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A



Multiracial Students	
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	51
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 students with disabilities across all grade levels and content areas is a concerning trend.

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

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

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

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

**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.**

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

**Measurable Outcome:** Increase achievement and learning gains for students with disabilities.

**Monitoring:** This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

**Person responsible for monitoring outcome:** Martha Garcia (martha\_garcia@scps.k12.fl.us)

**Evidence-based Strategy:** Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

**Rationale for Evidence-based Strategy:** Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

**Action Steps to Implement**

- Student owned progress monitoring
- Low 30% Monitoring
- High Level 1 and High Level 2 Monitoring
- Low Level 3 Acceleration
- Collaborative Data Driven PLCs
- Tutoring
- See SCPS School Improvement Plan for additional details

**Person Responsible** Martha Garcia (martha\_garcia@scps.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.

**The school culture and environment will be monitored through the lens of discipline data by: 1. Tracking minor offenses of students monthly with the PBS team and developing action steps to improve behavior and 2. Monitoring discipline referral data with the PBS team and developing action steps to improve behavior to reduce discipline 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.**

Partin Elementary has established a positive behavior support (PBS) plan in order to create a positive school culture and environment. School-wide expectations have been established and students earn “Starbucks” as they demonstrate positive behavior. Each teacher has also established classroom expectations and students engage in positive experiences designed by teachers, such as Fun Fridays, classroom treasure box and other positive experiences. The Certified School Counselor, Mental Health Counselor and Social Worker work with students as well and visit classrooms with specific needs. They also offer support groups to provide students with various and specific needs an outlet for dealing with the complicated issues that may arise in their lives. As these PBS strategies are implemented, they will impact positive school experiences for our students.

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

A positive culture and environment is promoted by many stakeholders at Partin. All school staff follow the Positive Behavior Support Plan in an effort to promote a positive culture and environment. Families participate through our Parent Teacher Association (PTA and SAC) by partnering with the school to plan and implement events and activities that promote a positive culture between the home and school. Students engage in these activities throughout the school day and school year. Our Business Partners provide incentives and sponsor events to promote, recognize and encourage a positive culture and environment. The Certified School counselor, Mental Health Counselor, and Social Worker work with students as well as visit classrooms to provide Social Emotional lessons (SEL) and individual support for students with specific needs and also arrange support groups for students, as needed.