

The School District of Lee County

Patriot Elementary School



2015-16 School Improvement Plan

Patriot Elementary School

711 SW 18TH ST, Cape Coral, FL 33991

<http://pat.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To be a quality school of leaders unified in achieving success for all.

Provide the school's vision statement

To empower leaders who positively impact the world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school currently participates in the Leader in Me program which instills core values in all members of the Patriot community. We have a holistic approach to character education. Unity Day is a monthly opportunity that unites our entire school and highlights community leaders and endeavors. Teachers and students participate in extracurricular clubs which foster relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Leader in Me / 7 Habits for Happy Kids permeates all that we do before, during, and after school. Students have a voice in many aspects of their education through taking on leadership roles throughout the school. By adhering to our procedures, students feel safe and respected in our school community. Mutual respect between all members of the school, teachers and students alike, enhances the school's atmosphere.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school instituted the 7 Habits / Leader in Me program during the 2014-2015 school year. We are fully implementing this program as a means of common language throughout our school community. Patriot Pride is our model for positive student conduct and leadership. Teachers also utilize Thinking Maps as a means for students to analyze their behavior, looking at the causes of the behavior as well as its effects the behavior has on others.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Patriot has a full-time guidance counselor, as well as a part-time social worker and psychologist that meet with students as needed. Teachers mentor students and provide peer mentors. We have middle school mentors in our classrooms daily. We are a professional development school partnered with FGCU, which includes college interns in many classrooms throughout the building. Every classroom is partnered - intermediate classrooms with primary. They meet regularly for buddy reading and to review data and academic progress. Parent volunteers are also encouraged to participate in all aspects of our school culture and utilized throughout the school on a regular basis.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186029>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Each grade level will work with a community organization to help with a fundraiser/event to teach our students the value of giving back to the community. We also do monthly Unity Days in which community members are invited to participate. Our school also has a community involvement representative and Lighthouse Team that is working to obtain business partners for our school. We have extracurricular clubs being sponsored and facilitated by community organizations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Burgess, David	Principal
Fry, Megan	Teacher, K-12
Hartmann-Scott, Amy	Guidance Counselor
Groenveld, Erin	Assistant Principal
Gulli, Nicole	Teacher, K-12
Clark, Elyse	Teacher, K-12
VanCleve, Jamie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites

- Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at Patriot Elementary School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and

other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded

under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anthony Tocci	Teacher
Dave Burgess	Principal
Tamara Reardon	Education Support Employee
Linda Grant	Teacher
Michelina Mazzella	Teacher
Erin Groeneveld	Education Support Employee
Robert Lawrence	Parent
Eileen Deluca	Parent
Yamila Estevez	Parent
Suzanne Tocci	Teacher
Jamie VanCleve	Teacher
Amy Allen	Parent
Alanna McCreary	Teacher
Angela Lockwood	Parent
Jamie McCartney	Parent
Valerie Starling	Parent
William Trefethen	Parent
Willie White	Parent
Roslynn Yadush	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Advisory and input into the document and activities. SIP was approved by the SAC committee and recommendations were considered.

Development of this school improvement plan

Advisory and input into the document and activities.

Preparation of the school's annual budget and plan

The School Improvement Plan monies will be used for professional development to include Thinking Maps, The Leader in Me, Kagan, and Choosing Excellence.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no school improvement funds allocated in the 2014-2015 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
DiMeo, Heather	Teacher, K-12
Burgess, David	Principal
Groenveld, Erin	Assistant Principal
Clark, Elyse	Teacher, K-12
Gulli, Nicole	Teacher, K-12
Grant, Linda	Teacher, K-12
Richardson, Jennifer	Teacher, K-12
Holmes, Jennifer	Teacher, K-12
Palmer, Abby	Teacher, K-12
Alvarez, Antenille	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT at Patriot will be focused on analyzing the reading data from school-wide, to classroom, to individual student. They will be using check and checkpoints to help track our progress towards our school WIG: 100% of students will show a minimum of one years growth in reading as measured by STAR reading assessments. The LLT further promotes literacy by developing events that provide families with strategies that support reading at home.

The LLT will support grade levels in developing their immediate intensive intervention reading time (WIN time). This includes utilizing data tools and selecting research-based instructional strategies.

The LLT will continue to meet monthly to revisit the school goals and analyze student data and learning gains.

The LLT will continue the AR incentive program with revised goals and rewards for achievement. We will increase the percentage of students achieving their goals at higher levels.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Schedules have been designed to allow teachers to have weekly team meetings, lunch, and prep times together. We have a monthly collaboration between goal teams. Grade levels also participate regularly in Data Chats with administration and/or TIF. Teachers are involved in a weekly professional development training. Our school utilizes grade level PLC's to assign shared leadership responsibilities and roles in standards-based teaching. Through this process, teachers in each grade level share their strengths by taking on several math and reading standards to plan for immediate intensive intervention for their grade level.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

New teachers are part of a District APPLES mentoring program. Each new teacher has a peer to assist the new teacher in all situations. Person responsible - APPLE administrator and peer teachers. We work as teams to brainstorm and support each other so no one feels isolated. All staff works collaboratively to make improvements and make everyone feel a part of the school. Administration encourages and promotes shared leadership throughout academic and professional development activities. New teachers also participate in professional development to become familiarized with programs specific to our school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

District based APPLES new teacher mentoring program. New teachers are paired with experienced teachers. Any teacher new to the school participated in a school orientation which provided information on policies, procedures for our school building and were provided with a grade level peer.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each week grade levels meet with TIF teachers to plan. Grade levels reference the academic plan and the FSA item specs to plan for instruction by concept. When planning each concept teachers are pulling out power strands in science, reading, and social studies. The reading informational standards and literature standards are being incorporated into science and social studies content. Students are grouped by reading level to be sure that each standard is being taught at his/her level. Power strands are identified in math and are supported with hands on activities, manipulatives, and real world application.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each grade level has a designated time for immediate intensive intervention. Student data, by standard, is regularly assessed by the grade level teams to determine what level of instruction each individual student needs to successfully master the standards. Students are then put into need-based groups and given a minimum of 30 minutes of daily intensive instruction/enrichment on the standards selected by the teams.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

At the end of each school year, grade levels do a "buddy program" where students walk up to the next grade level to learn more about the teachers and the expectations for that grade level.

Teachers meet with neighboring grade levels to discuss gaps in standards, strategies, procedures, etc.

All students are assessed prior to or upon entering in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teacher engagement will increase at least .2% in the Q12 area of "at work my opinions seem to count" as measured by the FY16 Gallup Teacher Engagement Survey.
- G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teacher engagement will increase at least .2% in the Q12 area of "at work my opinions seem to count" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074407

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	3.48

Resources Available to Support the Goal 2

- Kagan
- The Leader in Me/ 7 Habits
- PLCs
- Professional Development Opportunities

Targeted Barriers to Achieving the Goal 3

- Seek first to understand, then be understood - Teachers finding their voice, having confidence to share their thoughts, developing team dynamics to allow for camaraderie and mutual respect

Plan to Monitor Progress Toward G1. 8

Strengths team will display data from the surveys in the admin hallway where teachers sign in as well as in the resource hub.

Person Responsible

Jamie VanCleve

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Meeting end of year goal.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

Targets Supported 1b

G074408

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Castle Administrators TIF Teachers Action Teams PLCs Resource Teachers Technical Support

Targeted Barriers to Achieving the Goal 3

- Lack of training on Castle

Plan to Monitor Progress Toward G2. 8

PLC teams, TIF teachers, resource teachers, and admin will view the data entered in Castle on a regular basis to monitor for fidelity and effectiveness.

Person Responsible

David Burgess

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meet end of year goal

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Teacher engagement will increase at least .2% in the Q12 area of "at work my opinions seem to count" as measured by the FY16 Gallup Teacher Engagement Survey. **1**

 **G074407**

G1.B2 Seek first to understand, then be understood - Teachers finding their voice, having confidence to share their thoughts, developing team dynamics to allow for camaraderie and mutual respect **2**

 **B194237**

G1.B2.S1 Developing an understanding of other people's strengths, synergizing using their strengths, and developing an action plan to complete tasks. **4**

 **S205760**

Strategy Rationale

By understanding other's strengths and respecting other's opinions, teams will have a better understanding of how their coworkers complete tasks and interpret information.

Action Step 1 **5**

Train teachers on the different strengths: what they mean and how those individuals function

Person Responsible

Erin Groenveld

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

All staff conducted their strengths finder inventory. Aggregate of our staff. All staff puts their strengths on their email signature Incorporate our primary strengths into PD

Action Step 2 5

Survey staff quarterly as to how they feel about their voice being heard and barriers they identify.

Person Responsible

Amy Hartmann-Scott

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Quarterly staff survey data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Strengths team will be meeting on a regular basis to plan PD opportunities to share out information on quarterly surveys (shared via faculty meetings and emailed out).

Person Responsible

Elyse Clark

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Looking at growth on teachers survey responses.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Strengths team will be meeting on a regular basis to analyze survey data and plan for additional PD opportunities.

Person Responsible

Elyse Clark

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Looking at growth on teachers survey responses.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

 G074408

G2.B1 Lack of training on Castle 2

 B194238

G2.B1.S1 Each grade level will receive initial training on Castle and how to enter standards. Castle support will be provided by TIF and resource teachers at weekly PD meetings and grade level PLC meetings. 4

 S205762

Strategy Rationale

By offering continuous support throughout the school year, teachers will have a support system to help them track standards and monitor progress.

Action Step 1 5

Castle support will be provided by TIF and resource teachers at weekly PD meetings and grade level PLC meetings.

Person Responsible

David Burgess

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Standards tracker on Castle, PLC minutes, PD inservice records, Admin Data Chats

Action Step 2 5

Have a Castle representative on each grade level.

Person Responsible

Jamie VanCleve

Schedule

On 6/10/2016

Evidence of Completion

Castle groups will meet regularly to discuss any problems/concerns that grade levels have.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration walk- through
PLC minutes
PD inservice records
Admin Data Chats

Person Responsible

David Burgess

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

WIN time data/groups PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

PLC minutes
PD inservice records
Admin Data Chats
Entered data in Castle

Person Responsible

David Burgess

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC teams, TIF teachers, resource teachers, and admin will view the data entered in Castle on a regular basis to monitor for fidelity and effectiveness.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Train teachers on the different strengths: what they mean and how those individuals function	Groenveld, Erin	8/17/2015	All staff conducted their strengths finder inventory. Aggregate of our staff. All staff puts their strengths on their email signature Incorporate our primary strengths into PD	6/10/2016 monthly
G2.B1.S1.A1	Castle support will be provided by TIF and resource teachers at weekly PD	Burgess, David	8/18/2014	Standards tracker on Castle, PLC minutes, PD inservice records, Admin Data Chats	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	meetings and grade level PLC meetings.				
G1.B2.S1.A2	Survey staff quarterly as to how they feel about their voice being heard and barriers they identify.	Hartmann-Scott, Amy	8/17/2015	Quarterly staff survey data	6/10/2016 quarterly
G2.B1.S1.A2	Have a Castle representative on each grade level.	VanCleve, Jamie	9/7/2015	Castle groups will meet regularly to discuss any problems/concerns that grade levels have.	6/10/2016 one-time
G1.MA1	Strengths team will display data from the surveys in the admin hallway where teachers sign in as well as in the resource hub.	VanCleve, Jamie	8/17/2015	Meeting end of year goal.	6/10/2016 quarterly
G1.B2.S1.MA1	Strengths team will be meeting on a regular basis to analyze survey data and plan for additional PD opportunities.	Clark, Elyse	8/17/2015	Looking at growth on teachers survey responses.	6/10/2016 quarterly
G1.B2.S1.MA1	Strengths team will be meeting on a regular basis to plan PD opportunities to share out information on quarterly surveys (shared via faculty meetings and emailed out).	Clark, Elyse	8/17/2015	Looking at growth on teachers survey responses.	6/10/2016 quarterly
G2.MA1	PLC teams, TIF teachers, resource teachers, and admin will view the data entered in Castle on a regular basis to monitor for fidelity and effectiveness.	Burgess, David	8/18/2014	Meet end of year goal	6/5/2015 weekly
G2.B1.S1.MA1	PLC minutes PD inservice records Admin Data Chats Entered data in Castle	Burgess, David	8/18/2014	PLC teams, TIF teachers, resource teachers, and admin will view the data entered in Castle on a regular basis to monitor for fidelity and effectiveness.	6/5/2015 weekly
G2.B1.S1.MA1	Administration walk- through PLC minutes PD inservice records Admin Data Chats	Burgess, David	8/18/2014	WIN time data/groups PLC minutes	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teacher engagement will increase at least .2% in the Q12 area of "at work my opinions seem to count" as measured by the FY16 Gallup Teacher Engagement Survey.

G1.B2 Seek first to understand, then be understood - Teachers finding their voice, having confidence to share their thoughts, developing team dynamics to allow for camaraderie and mutual respect

G1.B2.S1 Developing an understanding of other people's strengths, synergizing using their strengths, and developing an action plan to complete tasks.

PD Opportunity 1

Train teachers on the different strengths: what they mean and how those individuals function

Facilitator

E. Clark (TIF Teacher)

Participants

All teachers, admin, and support staff

Schedule

Monthly, from 8/17/2015 to 6/10/2016

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 Lack of training on Castle

G2.B1.S1 Each grade level will receive initial training on Castle and how to enter standards. Castle support will be provided by TIF and resource teachers at weekly PD meetings and grade level PLC meetings.

PD Opportunity 1

Castle support will be provided by TIF and resource teachers at weekly PD meetings and grade level PLC meetings.

Facilitator

Administration, TIF teachers, Resource Teachers, Grade Level Chairs

Participants

All teachers, administration and support staff

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Train teachers on the different strengths: what they mean and how those individuals function	\$0.00
2	G1.B2.S1.A2	Survey staff quarterly as to how they feel about their voice being heard and barriers they identify.	\$0.00
3	G2.B1.S1.A1	Castle support will be provided by TIF and resource teachers at weekly PD meetings and grade level PLC meetings.	\$0.00
4	G2.B1.S1.A2	Have a Castle representative on each grade level.	\$0.00
Total:			\$0.00