Patriot Elementary School

2016-17 Schoolwide Improvement Plan

Patriot Elementary School

711 SW 18TH ST, Cape Coral, FL 33991

http://pat.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	A	D

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Patriot Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To empower leaders who positively impact the world.

2. School Environment

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

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

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

The 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.

c. 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 during the 2015-2016 school year. We are fully implementing the 7 Habits 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.

d. 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 School 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.

3. Early Warning Systems

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

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

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

1. 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	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/319707.

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

2. 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.

We 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 quartley 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Browder, Jami	Principal
Fry, Megan	Teacher, K-12
Gulli, Nicole	Teacher, K-12
Clark, Elyse	Teacher, K-12
VanCleve, Jamie	Teacher, K-12
Tocci, Anthony	Teacher, K-12
Feliciano, Elizabeth	Assistant Principal

b. Duties

1. 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 (curriculum assessments, STAR or FSA scores, work samples, anecdotals) 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 & anecdotals 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

School 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

2. 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 and 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 Salus Care, Family Preservation Services, 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Anthony Tocci	Teacher
Linda Grant	Teacher
Yamila Estevez	Parent
Suzanne Tocci	Teacher
Jamie VanCleve	Teacher
Amy Allen	Parent
Alanna McCreary	Teacher
Valerie Starling	Parent
William Trefethen	Parent
Roslynn Yadush	Education Support Employee
Mykal York	Parent
Lindsay Schuman	Teacher
Alycia McCrae-Davis	Education Support Employee
Alison Owens	Parent
Lizabeth Marsh	Parent
Cindy Lopez	Parent
Yomari Orengo	Parent
Teresa Rivera	Parent
Maria Amoris	Parent
Charles Davis	Parent
	Student

b. Duties

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

a. 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.

b. Development of this school improvement plan

Advisory and input into the document and activities.

c. Preparation of the school's annual budget and plan

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

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

$11,000 available, We would like to create a tutoring program which can benefit student who need it most. Times and days can be flexible.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gulli, Nicole	Teacher, K-12
Clark, Elyse	Teacher, K-12
Grant, Linda	Teacher, K-12
Holmes, Jennifer	Teacher, K-12
Palmer, Abby	Teacher, K-12
VanCleve, Jamie	
Browder, Jami	Principal
Feliciano, Elizabeth	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

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

1. 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, Professional Learning Community, lunch, and prep times together. Grade levels also participate regularly in Data Chats with administration and/or TIF. Teachers are involved in 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.

2. 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. Persons responsible are the APPLE's Administrator, Peer Teachers, and Mentors.

Apples Mentor and Apples Teachers brainstorm and support each other so no one feels isolated. All staff work 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.

3. 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 that have Collegiate Training. Any teacher new to the school participates in a school orientation which provided information on policies, procedures for our school building and are provided with a grade level peer.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 (WIN). 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.

2. 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

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Patriot Elementary staff will meet 100% completion of the "O" deficiencies on the SREF nspection by June 2017 as measured by the SREF Inspection Report.

G2.   Patriot Elementary will increase ELA proficiency on the FSA from 54% to 59% by June 2017.

Strategic Goals Detail

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

G1. Patriot Elementary staff will meet 100% completion of the "O" deficiencies on the SREF nspection by June 2017 as measured by the SREF Inspection Report. 1a

🔍 G084584

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	100.0

Targeted Barriers to Achieving the Goal 3

- Staff follow through with compliance of SREF requirements.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Maintenance Department, Zone Manager, Fire Inspection
- SREF Reports
- Safety Inspection Checklist
- Safety Committee Meeting Minutes

Plan to Monitor Progress Toward G1. 8

Monthly Inspection Sheets and Meeting Minutes

Person Responsible
Elizabeth Feliciano

Schedule
Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion
Meeting end of year goal.

G2. Patriot Elementary will increase ELA proficiency on the FSA from 54% to 59% by June 2017. `1a`

🔑 G084585

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	5.0

Targeted Barriers to Achieving the Goal `3`

- Lack of analyzing and understanding data

Resources Available to Help Reduce or Eliminate the Barriers `2`

- TIF Teachers PLCs Resource Teachers

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

Jami Browder

Schedule

Monthly, from 8/10/2016 to 6/7/2017

Evidence of Completion

Meet end of year goal and PLC Data Chats with grade levels

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. Patriot Elementary staff will meet 100% completion of the "O" deficiencies on the SREF nspection by June 2017 as measured by the SREF Inspection Report. `1`

🔑 G084584

G1.B1 Staff follow through with compliance of SREF requirements. `2`

🔑 B224749

G1.B1.S1 Pre-SREF walkthrough with Administration and Building Supervisor and teachers signed a compliance document stating room was complete and ready for inspection. `4`

🔑 S237156

Strategy Rationale

To be in compliance

Action Step 1 `5`

Weekly and Monthly Inspections of equipment and campus/grounds

Person Responsible

Elizabeth Feliciano

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Quarterly Meeting Notes, safety binder, and inpsection sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monthly Binder Check and monthly Safety Meeting

Person Responsible

Elizabeth Feliciano

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Inspection Sheets in binder and safety Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

SREF Post Inspection

Person Responsible

Jami Browder

Schedule

On 5/31/2017

Evidence of Completion

SREF Report Documentation

G2. Patriot Elementary will increase ELA proficiency on the FSA from 54% to 59% by June 2017. `1`

🔑 G084585

G2.B2 Lack of analyzing and understanding data `2`

🔑 B224751

G2.B2.S1 Scaffold support with data analysis (I do We Do You Do model) `4`

🔑 S237158

Strategy Rationale

TIF teachers have in the past pulled all data and monitored for teachers. Teacher will now learn and be expected to analyze and know where to find their own data. They will also follow a gradual release model on what to do with the data.

Action Step 1 `5`

TIF teachers are preparing PD for teachers on Data.

Person Responsible

Nicole Gulli

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Admin Walk throughs and PLC data chats

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Bi weekly meetings with TIF teachers

Person Responsible

Jami Browder

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

PLC Meeting Minutes and TIF teacher logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Admin Walk Throughs and Admin PLC Data chats

Person Responsible

Elizabeth Feliciano

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

PLC Meeting Minutes, Walkthrough Data, and Teacher Data at Data Chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M312509	SREF Post Inspection	Browder, Jami	8/10/2016	SREF Report Documentation	5/31/2017 one-time
G1.B1.S1.A1 A306360	Weekly and Monthly Inspections of equipment and campus/grounds	Feliciano, Elizabeth	8/10/2016	Quarterly Meeting Notes, safety binder, and inpsection sheets.	5/31/2017 monthly
G1.MA1 M312511	Monthly Inspection Sheets and Meeting Minutes	Feliciano, Elizabeth	8/10/2016	Meeting end of year goal.	6/1/2017 quarterly
G1.B1.S1.MA1 M312510	Monthly Binder Check and monthly Safety Meeting	Feliciano, Elizabeth	8/10/2016	Inspection Sheets in binder and safety Meeting minutes	6/1/2017 monthly
G2.B2.S1.MA1 M312514	Admin Walk Throughs and Admin PLC Data chats	Feliciano, Elizabeth	8/10/2016	PLC Meeting Minutes, Walkthrough Data, and Teacher Data at Data Chats	6/1/2017 monthly
G2.B2.S1.MA1 M312515	Bi weekly meetings with TIF teachers	Browder, Jami	8/10/2016	PLC Meeting Minutes and TIF teacher logs	6/1/2017 biweekly
G2.B2.S1.A1 A306363	TIF teachers are preparing PD for teachers on Data.	Gulli, Nicole	8/10/2016	Admin Walk throughs and PLC data chats	6/1/2017 monthly
G2.MA1 M312516	PLC teams, TIF teachers, resource teachers, and admin will view the data on a regular basis to...	Browder, Jami	8/10/2016	Meet end of year goal and PLC Data Chats with grade levels	6/7/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Weekly and Monthly Inspections of equipment and campus/grounds	$0.00
2	G2.B2.S1.A1	TIF teachers are preparing PD for teachers on Data.	$0.00
		Total:	**$0.00**