2013-2014 SCHOOL IMPROVEMENT PLAN

Patriot Elementary School

711 SW 18TH ST
Cape Coral, FL 33991
239-242-1023
http://pat.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	48%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Patriot Elementary School

Principal
David Burgess

School Advisory Council chair
Rebecca Walter

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Christina Cunningham	Reading Specialist
Amy Hartman-Scott	Guidance
Laura Osgood	Technology Specialist
Rebecca Walter	Resource Teacher
Lisa Slivoski	Resource Teacher
Francie Metzger	Assistant Principal
Dave Burgess	Principal

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Teachers, Support staff, Parents and Business and community members are volunteers interested in serving on the School Advisory Council. No one is excluded.
These are our parent members:
Beth Avilez, Stephen Bunning, Rob Lawrence, Tere Pilka, Tammy Ramirez, Diana Nieves, Amy Nunn (Elliot), Mrs. Wu, Mrs. Beaty
Support staff member: Amy Allen
We have one business partner member: Mrs. Carmona
Staff members: Christina Cunningham, Michelina Edwards, Linda Grant, Suzanne Tocci, Rebecca Walter
Staff 37.5%
Parents 62.5%

Hispanic 31.25%
White 50%
Mixed 6.25%
Black 6.25%
Asian 6.25%

Involvement of the SAC in the development of the SIP

Advisory and input into the document and activities.

Activities of the SAC for the upcoming school year

Educational parent involvement nights during the school year focusing on Reading, Math, Science and Technology.

Projected use of school improvement funds, including the amount allocated to each project

Dollars will be used for materials for the projects and activities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

David Burgess

Principal	Years as Administrator: 16	Years at Current School: 1
Credentials	BS, MS, K-12 Administration, K-12 PE, K-6 Elementary Education	
Performance Record	Effective	

Francie Metzger

Asst Principal	Years as Administrator: 21	Years at Current School: 6
Credentials	BA, Ma + with Administration and Supervision, Ed Leadership	
Performance Record	Effective	

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Full-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
48

 # receiving effective rating or higher
46, 96%

 # Highly Qualified Teachers
100%

 # certified in-field
48, 100%

 # ESOL endorsed
36, 75%

 # reading endorsed
8, 17%

 # with advanced degrees
16, 33%

 # National Board Certified
0, 0%

 # first-year teachers
3, 6%

 # with 1-5 years of experience
10, 21%

 # with 6-14 years of experience
22, 46%

 # with 15 or more years of experience
13, 27%

Education Paraprofessionals

# of paraprofessionals
16

 # Highly Qualified
16, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New teachers are part of a District APPLES mentoring program. Each new teacher has a peer on the grade level 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 noone feels isolated. All staff work collaboratively to make improvements and make everyone feel a part of the school. Administration encourages and promotes shared leadersip throughout academic and professional development activities.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

District based APPLES new teacher mentoring program. New teachers are paired with experienced teachers on their grade level to mentor and coach them.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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, 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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Patriot Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Christina Cunningham	Reading Specialist
Tammy Thurman	Kindergarten Teacher
Michelle Worst	First Grade Teacher
Vanessa Clarke	Second Grade Teacher
Melissa Ziemer	Third Grade Teacher
Jamie VanCleve	Fourth Grade Teacher
Christy Moore	Fifth Grade Teacher
Nancy Eggeling	ESE Intensive Academics Teacher

Name	Title
Linda Grant	Resource Teacher
Jaclyn Plainte	Media Paraprofessional
Gina Ciamillo	Second Grade Teacher
Megan Fry	Third Grade Teacher
Charmin Gulley-Hall	Fifth Grade Teacher
Michelina Edwards	Fifth Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team will observe all PLC guidelines. The LLT is made up of all grade levels and support personnel. It is divided into six subcommittes meeting regularly - Reading Data, Vocabulary, Events/News, SSYRA (Sunshine Student Book Club), Bulletin Board (displaying current school-wide data), and AR.

Major initiatives of the LLT

The LLT at Patriot will be focused on drilling down into the reading data from school-wide to classroom to individual student. Further assessment will be made to assist students with their areas needing enrichment and intervention.

The LLT will initiate a school-wide vocabulary progam to increase students' vocabulary, oral reading fluency, comprehension, and application.

The LLT will continue the Sunshine Student Book Club (SSYRA) (with over 100 members last year). This year, students accomplishing all goals will be entering the district 'Battle of the Books'.

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

All students are assessed prior to or upon entering within 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	53%	No	63%
American Indian				
Asian				
Black/African American	57%	40%	No	61%
Hispanic	53%	52%	No	58%
White	62%	55%	No	66%
English language learners	37%	8%	No	43%
Students with disabilities	37%	10%	No	43%
Economically disadvantaged	53%	50%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	33%
Students scoring at or above Achievement Level 4	93	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	147	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	41	68%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	22	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	31%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	30%	43%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		10%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	44%	No	63%
American Indian				
Asian				
Black/African American	51%	37%	No	56%
Hispanic	50%	43%	No	55%
White	66%	46%	No	69%
English language learners	43%	7%	No	48%
Students with disabilities	43%	7%	No	49%
Economically disadvantaged	54%	40%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	24%	38%
Students scoring at or above Achievement Level 4	63	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	53%	58%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	28%	32%
Students scoring at or above Achievement Level 4	17	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students	653	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	15	2%	2%
Students who receive two or more behavior referrals	35	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will increase parent volunteer activities in both the classroom and the cafeteria. We are implementing a school-wide monthly Unity Day to encourage Patriotism and community involvement at our school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SMART Night	300	45%	50%
Career Day	75	11%	15%
Patriotic Celebrations (Veteran's Day, Unity Days)	75	11%	20%
NBC-2 Thinking Maps Schools That Rule Taping	191	29%	%
Good Citizen Celebration Lunches put on by DAD's on the Grill	400	61%	65%
AR and Thinking Map Award Celebrations	300	46%	50%
Patriot Arbor Day / Habitat Celebrations	100	15%	20%
Storybook Parade	83	13%	15%
Open House	490	75%	78%
Kindergarten Orientation	35	39%	45%

Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Thinking Map Training Response to Literature Training Performance Matters Training Go math Manipulatives Resource teachers Good instruction Computer practice Strong teams Additional time for planning Strong leadership Weekly professional development - Talc 30 (PLC)trainings Team meetings

Targeted Barriers to Achieving the Goal

- Low reading achievement
- Low math achievement scores

Plan to Monitor Progress Toward the Goal

Monitor student achievement showing progress to meet the end of year goal

Person or Persons Responsible

Students, Teachers, Grade Level Teams, SIP committes, and administration

Target Dates or Schedule:

Daily, weekly, monthly and end of year

Evidence of Completion:

Meet end of year goal

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Low reading achievement

G1.B1.S1 Patriot will increase student achievement gains in reading by focusing on adding rigor in teaching and learning with all subgroups. We will daily and deliberately teach, assess and re- teach. Teaching and reteaching will be followed by weekly analysis of student data as driven by formative and summative assessments.

Action Step 1

Teachers will add rigor through increased expectations while utilizing higher level questioning, Thinking Maps, and Response to Literature strategies in whole groups and Guided Reading groups.

Person or Persons Responsible

All teachers, administration and support staff

Target Dates or Schedule

Daily and monthly

Evidence of Completion

Walk-throughs, summative assessments and STAR assessment analysis (monthly)

Facilitator:

TeamLeaders, Administration, 6 Thinking Map Trainers, 2 Response to Literature Trainers, Reading Committee

Participants:

All teachers, administration and support staff

Action Step 2

Teachers' weekly progress reports to be analyzed at team meetings to identify reteaching opportunities and areas for enrichment. The SIP Reading committee will also analyze school progress as reported by grade levels

Person or Persons Responsible

All teachers, administration and support staff, PLC/SIP academic committees

Target Dates or Schedule

Weekly team meetings, Admin meetings and monthly SIP meetings

Evidence of Completion

Monitor student progress or needs via formative assessments, reassessments and monthly STAR assessments.

Facilitator:

TeamLeaders, Administration, 6 Thinking Map Trainers, 2 Response to Literature Trainers, 2 Performance Matters Trainers, Reading Committee

Participants:

All teachers, administration and support staff, PLC/SIP academic committees

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

Administrative walk-throughs Daily formative assessments and reteaching Weekly Team Meetings using data from classroom weekly progress reports - shared at grade level meetings - Data-focused meetings with attention to areas needing reteaching in order to reach mastery Monthly Reading SIP meeting to analyze the data for the big picture

Person or Persons Responsible

Team Leaders Administration SIP/PLC Meetings

Target Dates or Schedule

Daily, weekly and monthly

Evidence of Completion

Assessing for mastery STAR data monitored monthly FCAT / School grade information

Plan to Monitor Effectiveness of G1.B1.S1

Admin walk-throughs Student and teacher data binders & data walls Team discussions Weekly school-wide PLC meetings Daily formative assessments Weekly Team Meetings using data from classroom weekly progress reports - shared at grade level meetings Monthly data review meetings through SIP committees with representation from each grade level Monthly STAR achievement to asses our progress

Person or Persons Responsible

Students,Teachers & Administration

Target Dates or Schedule

Daily, weekly, and monthly

Evidence of Completion

End of year grades School grade End of year assessment / FCAT

G1.B2 Low math achievement scores

G1.B2.S1 Patriot will increase student achievement gains in math by focusing on adding rigor in teaching and learning with all subgroups. We will daily and deliberately teach, assess and re- teach. Teaching and reteaching will be followed by weekly analysis of student data as driven by formative and summative assessments.

Action Step 1

Teachers will add rigor through increased expectations while utilizing higher level questioning, a school-wide math facts program, hands-on application and a focus on problem solving techniques in whole and small group situations.

Person or Persons Responsible

All teachers, Administrators, support staff

Target Dates or Schedule

Daily and monthly

Evidence of Completion

Walk-throughs, formative and summative assessments, and Math Facts in a Flash

Facilitator:

Math Committee

Participants:

All teachers, Administrators,support staff, and students

Action Step 2

Teachers' weekly progress reports to be analyzed at team meetings to identify reteaching opportunities and areas for enrichment. The SIP Math committee will also analyze school progress as reported by grade levels

Person or Persons Responsible

All teachers, Administrators and support staff, PLC/SIP committee

Target Dates or Schedule

Weekly team meetings, Admin meetings and monthly SIP meetings

Evidence of Completion

Monitor student progress or needs via formative and summative assessments, reassessments and progress on Math Fact in a flash.

Facilitator:

Math Committee

Participants:

All teachers, Administrators and support staff

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

Administrative walk-throughs Daily formative assessments and reteaching Weekly Team Meetings using data from classroom weekly progress reports - shared at grade level meetings - Data-focused meetings with attention to areas needing reteaching in order to reach mastery Monthly Math SIP meeting to analyze the data for the big picture

Person or Persons Responsible

Team Leaders Administration SIP/PLC Meetings

Target Dates or Schedule

Daily, Weekly and Monthly

Evidence of Completion

Assessing for mastery on formative and summative assessments Math Facts in a Flash data monitored monthly FCAT / School grade information

Plan to Monitor Effectiveness of G1.B2.S1

Admin walk-throughs Student and teacher data binders & data walls Team discussions Weekly school-wide PLC meetings Daily formative assessments Weekly Team Meetings using data from classroom weekly progress reports - shared at grade level meetings Monthly data review meetings through SIP committees with representation from each grade level Monthly Math Facts in a Flash achievement to asses our progress

Person or Persons Responsible

Students, teachers & administration

Target Dates or Schedule

Daily, monthly, weekly

Evidence of Completion

End of year grades School grade End of year assessment / FCAT

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.
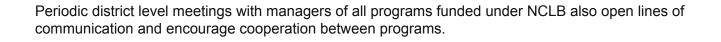
Nutrition Programs

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Low reading achievement

G1.B1.S1 Patriot will increase student achievement gains in reading by focusing on adding rigor in teaching and learning with all subgroups. We will daily and deliberately teach, assess and re- teach. Teaching and reteaching will be followed by weekly analysis of student data as driven by formative and summative assessments.

PD Opportunity 1

Teachers will add rigor through increased expectations while utilizing higher level questioning, Thinking Maps, and Response to Literature strategies in whole groups and Guided Reading groups.

Facilitator

TeamLeaders, Administration, 6 Thinking Map Trainers, 2 Response to Literature Trainers, Reading Committee

Participants

All teachers, administration and support staff

Target Dates or Schedule

Daily and monthly

Evidence of Completion

Walk-throughs, summative assessments and STAR assessment analysis (monthly)

PD Opportunity 2

Teachers' weekly progress reports to be analyzed at team meetings to identify reteaching opportunities and areas for enrichment. The SIP Reading committee will also analyze school progress as reported by grade levels

Facilitator

TeamLeaders, Administration, 6 Thinking Map Trainers, 2 Response to Literature Trainers, 2 Performance Matters Trainers, Reading Committee

Participants

All teachers, administration and support staff, PLC/SIP academic committees

Target Dates or Schedule

Weekly team meetings, Admin meetings and monthly SIP meetings

Evidence of Completion

Monitor student progress or needs via formative assessments, reassessments and monthly STAR assessments.

G1.B2 Low math achievement scores

G1.B2.S1 Patriot will increase student achievement gains in math by focusing on adding rigor in teaching and learning with all subgroups. We will daily and deliberately teach, assess and re- teach. Teaching and reteaching will be followed by weekly analysis of student data as driven by formative and summative assessments.

PD Opportunity 1

Teachers will add rigor through increased expectations while utilizing higher level questioning, a school-wide math facts program, hands-on application and a focus on problem solving techniques in whole and small group situations.

Facilitator

Math Committee

Participants

All teachers, Administrators,support staff, and students

Target Dates or Schedule

Daily and monthly

Evidence of Completion

Walk-throughs, formative and summative assessments, and Math Facts in a Flash

PD Opportunity 2

Teachers' weekly progress reports to be analyzed at team meetings to identify reteaching opportunities and areas for enrichment. The SIP Math committee will also analyze school progress as reported by grade levels

Facilitator

Math Committee

Participants

All teachers, Administrators and support staff

Target Dates or Schedule

Weekly team meetings, Admin meetings and monthly SIP meetings

Evidence of Completion

Monitor student progress or needs via formative and summative assessments, reassessments and progress on Math Fact in a flash.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$3,189
	Total	$3,189

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title 1, Patriot Pals		$3,189	$3,189
Total		$3,189	$3,189

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Low reading achievement

G1.B1.S1 Patriot will increase student achievement gains in reading by focusing on adding rigor in teaching and learning with all subgroups. We will daily and deliberately teach, assess and re- teach. Teaching and reteaching will be followed by weekly analysis of student data as driven by formative and summative assessments.

Action Step 1

Teachers will add rigor through increased expectations while utilizing higher level questioning, Thinking Maps, and Response to Literature strategies in whole groups and Guided Reading groups.

Resource Type

Evidence-Based Program

Resource

Six Thinking Map Trainers and Two Response to Literature Trainers

Funding Source

Title 1, Patriot Pals

Amount Needed

$3,189