Patriot Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Patriot Elementary School

711 SW 18TH ST, Cape Coral, FL 33991

http://pat.leeschools.net/

Demographics

Principal: Elizabeth Feliciano

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (52%) 2016-17: B (57%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

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SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To empower leaders who positively impact the world.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Feliciano, Elizabeth	Principal	The roles of each member are as follows: 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 • 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 How does the PLC structure relate to our Leadership Team? The Leadership Team leads the work of teams in analyzing and improving student learning data, share best practices, leading the collaborative development and attaining student achievement, and identifying and communicating professional development needs. The Leadership Team leads building-level collaborative teams of teachers in order to more effectively impact student leaning levels, student by student, skill by skill, through continous improvement.
Lane, Amber	Other	Instructional Support Specialist/MTSS • MTSS Team facilitators

Name	Title	Job Duties and Responsibilities
		• 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 • 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
Lew, Steven	Assistant Principal	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 • 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
Worst, Michelle	Teacher, K-12	The roles of teacher is 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

Name	Title	Job Duties and Responsibilities
		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
Gulli, Nicole	Instructional Coach	The roles of teacher is 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

Demographic Information

Principal start date

Wednesday 7/1/2020, Elizabeth Feliciano

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	101	123	125	118	138	0	0	0	0	0	0	0	686
Attendance below 90 percent	3	6	8	10	3	10	0	0	0	0	0	0	0	40
One or more suspensions	0	2	0	6	4	2	0	0	0	0	0	0	0	14
Course failure in ELA	0	1	2	3	6	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	20	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	17	0	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	6	14	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 10/24/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	3	4	3	19	20	18	0	0	0	0	0	0	0	67
Attendance below 90 percent	3	3	3	1	7	7	0	0	0	0	0	0	0	24
One or more suspensions	1	1	1	1	2	4	0	0	0	0	0	0	0	10
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	19	20	16	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	3	19	20	18	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	2	16	6	5	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	3	4	3	19	20	18	0	0	0	0	0	0	0	67
Attendance below 90 percent	3	3	3	1	7	7	0	0	0	0	0	0	0	24
One or more suspensions	1	1	1	1	2	4	0	0	0	0	0	0	0	10
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	19	20	16	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	3	19	20	18	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	2	16	6	5	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	57%	57%	64%	55%	55%
ELA Learning Gains	60%	56%	58%	66%	53%	57%
ELA Lowest 25th Percentile	42%	50%	53%	43%	49%	52%
Math Achievement	65%	62%	63%	63%	60%	61%
Math Learning Gains	67%	65%	62%	64%	60%	61%
Math Lowest 25th Percentile	51%	54%	51%	48%	50%	51%
Science Achievement	57%	52%	53%	54%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	65%	58%	7%	58%	7%	
	2018	50%	55%	-5%	57%	-7%	
Same Grade Comparison		15%					
Cohort Comparison							
04	2019	54%	55%	-1%	58%	-4%	
	2018	59%	53%	6%	56%	3%	
Same Grade Comparison		-5%					
Cohort Comparison		4%					
05	2019	66%	54%	12%	56%	10%	
	2018	59%	52%	7%	55%	4%	
Same Grade Comparison		7%					
Cohort Comparison		7%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	69%	61%	8%	62%	7%	
	2018	51%	58%	-7%	62%	-11%	
Same Grade Comparison		18%					
Cohort Comparison							
04	2019	55%	62%	-7%	64%	-9%	
	2018	64%	58%	6%	62%	2%	
Same Grade Comparison		-9%					
Cohort Comparison		4%					
05	2019	69%	58%	11%	60%	9%	
	2018	62%	57%	5%	61%	1%	
Same Grade Comparison		7%					
Cohort Comparison		5%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	56%	50%	6%	53%	3%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	52%	6%	55%	3%
Same Grade Comparison	-2%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	36	30	25	47	48	8				
ELL	36	48	31	48	58	53	25				
BLK	40	31		42	47						
HSP	54	64	59	56	65	52	56				
MUL	82			91							
WHT	70	61	35	71	67	53	60				
FRL	54	60	45	61	68	62	50				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	34	33	22	31	29	21				
ELL	39	45	47	38	29	13	45				
BLK	40	45		40	42						
HSP	57	56	50	54	55	35	59				
MUL	82			82							
WHT	57	56	33	68	61	38	65				
FRL	51	53	41	53	51	33	57				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	46	44	27	52	36	31				
ELL	53	78	73	42	78	71					
BLK	57	80		48	53						
HSP	66	68	38	63	65	55	60				
MUL	73			73							
WHT	62	61	37	63	61	45	56				
FRL	57	66	46	51	60	52	44				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component is 4th Grade ELA and Math. Contributing factors are attributed to a teacher on maternity leave during a vital part of the school year, who also had medical concerns throughout her pregnancy missing multiple days. We hada number of students on this gradelevel with behavior and metal health concerns

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The lowest data component showing a decline is 4th Grade Math. Contributing factors are attributed to a teacher on maternity leave during a vital part of the school year, who also had medical concerns throughout her pregnancy missing multiple days. We hada number of students on this gradelevel with behavior and metal health concerns.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fourth Grade Math showed the greatest gap when compared to the state average. Contributing factors are attributed to a teacher on maternity leave during a vital part of the school year, who also had medical concerns throughout her pregnancy missing multiple days. We hada number of students on this gradelevel with behavior and metal health concerns.

Which data component showed the most improvement? What new actions did your school take in this area?

Third Grade ELA and Math showed the most improvement. Supports were pushed into classrooms. Grade level planning with test item specs and team planning were implemented versus one-two man team planning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

All sixty seven students listed in the EWS data have two or more indicators putting them at higher risk (the more inidcators the higher risk school failure).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 24/67 students listed in the EWS had less than 90% attendance.
2. 19/67 students had more than 2 or more absences within the first 20 days of school.
3. 30/67 are classified as SWD.
4. 43/67 Have an MTSS plan Tier 2 or 3
5. 18 students are in the Lowest 25% in Reading and/or Math

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	To ensure all components of Science are being met with fidelity in order for each student to reach proficiency
Measurable Outcome:	Increase the % of students proficient from 57% to 59% as measured by the FY20 Science FSA.
Person responsible for monitoring outcome:	Elizabeth Feliciano (elizabethff@leeschools.net)
Evidence-based Strategy:	Monitor will occur through Analyzing PSELL Assessment Data; chats with administration to review student data. Students tracking data with support from teachers. Plan Do Study Act (PDSA) format for revisiting data and adjusting curriculum. Goals posted and discussed with all stakeholders.
Rationale for Evidence-based Strategy:	Increase the % of students demonstrating proficiency on the FY20 Science FSA. Ensure all components of Science are being met with fidelity. Monitor will occur through Analyzing PSELL Assessment Data; chats with administration to review student data. Students tracking data with support from teachers. Plan Do Study Act (PDSA) format for revisiting data and adjusting curriculum. Goals posted and discussed with all stakeholders.

Action Steps to Implement

1. Students identified via the Early Warning Systems report are addressed through school leadership meetings, during Professional Learning Communities, Problem Solving Team/MTSS Team in which data is analyzed. Rearch-based interventions are generated to address the areas of need.
2. Academic performance of students identified in our early warning system receive scheduled interventions.
Students whose performance on the FSA Science were in the lowest quartile have been placed in intervention reading groups in addition to receiving the general reading curriculum.
3. Monthly attendance meeting and MTSS (Multi-Tiered Systems of Supports) Team are also incorporated as
intervention strategies.
4. Differentiating instruction, Gradual Release of Model, Teach Like a Champion Strategies, Kagan Cooperative Learning, and Thinking Maps are utilized to increase the students' academic performance.
5.

Person Responsible	Elizabeth Feliciano (elizabethff@leeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	To ensure all components of Math are being met with fidelity in order for each student to reach proficiency.
Measurable Outcome:	Increase the % of students making learning gains from 67% to 69% as measured by the FY20 Math FSA
Person responsible for monitoring outcome:	Elizabeth Feliciano (elizabethff@leeschools.net)
Evidence-based Strategy:	Monthly attendance meeting and MTSS (Multi-Tiered Systems of Supports) Team are also incorporated as intervention strategies. Differentiating instruction, Gradual Release of Model, Teach Like a Champion Strategies, Kagan Cooperative Learning, and Thinking Maps are utilized to increase the students' academic performance.
Rationale for Evidence-based Strategy:	Students identified via the Early Warning Systems report are addressed through school leadership meetings, during Professional Learning Communities, Problem Solving Team/ MTSS Team in which data is analyzed. Rearch-based interventions are generated to address the areas of need. Academic performance of students identified in our early warning system receive scheduled interventions. Students whose performance on the FSA Math were in the lowest quartile have been placed in intervention reading groups in addition to receiving the general math curriculum.

Action Steps to Implement

1. Monitor will occur through Analyzing Math Fluency (quarterly for district fluency and monthly for school based fluency).
2. Monthly data chats with administration to review student data for each grade level using Castle, STAR, Unify, and student data binder.
3. Plan Do Study Act (PDSA) format for revisiting data and adjusting curriculum.
4. Goals posted and discussed with all stakeholders.
5.

Person Responsible   Elizabeth Feliciano (elizabethff@leeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To ensure all components of English Language Arts are being met with fidelity in order for each student to reach proficiency.
Measurable Outcome:	Increase the % of students making learning gains from 60% to 62% as measured by the FY20 ELA FSA
Person responsible for monitoring outcome:	Elizabeth Feliciano (elizabethff@leeschools.net)
Evidence-based Strategy:	Monthly attendance meeting and MTSS (Multi-Tiered Systems of Supports) Team are also incorporated as intervention strategies. Differentiating instruction, Gradual Release of Model, Teach Like a Champion Strategies, Kagan Cooperative Learning, and Thinking Maps are utilized to increase the students' academic performance.
Rationale for Evidence-based Strategy:	Students identified via the Early Warning Systems report are addressed through school leadership meetings, during Professional Learning Communities, Problem Solving Team/ MTSS Team in which data is analyzed. Rearch-based interventions are generated to address the areas of need. Academic performance of students identified in our early warning system receive scheduled interventions. Students whose performance on the FSA Reading were in the lowest quartile have been placed in intervention reading groups in addition to receiving the general reading curriculum.

Action Steps to Implement

1. Students identified via the Early Warning Systems report are addressed through school leadership meetings, during Professional Learning Communities, Problem Solving Team/MTSS Team in which data is analyzed.
2. Rearch-based interventions are generated to address the areas of need.
3. Academic performance of students identified in our early warning system receive scheduled interventions.
4. Students whose performance on the FSA Reading were in the lowest quartile have been placed in intervention reading groups in addition to receiving the general reading curriculum.
5. Monthly attendance meeting and MTSS (Multi-Tiered Systems of Supports) Team are also incorporated as intervention strategies.
6. Differentiating instruction, Gradual Release of Model, Teach Like a Champion Strategies, Kagan Cooperative Learning, and Thinking Maps are utilized to increase the students' academic performance.

Person Responsible	Elizabeth Feliciano (elizabethff@leeschools.net)

#4. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Current Status: Behavior data results indicaten 5 students grades K-5th received ISS or OSS. Students are more likely to succeed in academics when they behave and are in the classroom. It's difficult for the teacher and the class to build their skills and progress if when students misbehave and are out of the classroom due to ISS/OSS.
Measurable Outcome:	Maintain or decrease the amount of referrals of student's receiving ISS and/or OSS at or below 5 students as measured by SESIR reported to District Support Application System by May 2020.
Person responsible for monitoring outcome:	Elizabeth Feliciano (elizabethff@leeschools.net)
Evidence-based Strategy:	Improve students' attendance through positive Teacher/student relationships, community building activities, family engagement, and student support. Professional Development; Support teachers in growing; their capacity to effectively instruct struggling students
Rationale for Evidence-based Strategy:	Maintain/Decrease the number of student's receiving ISS and/or OSS at or below 5 studenst as measured by SESIR reported to District Support Application System by May 2020.

Action Steps to Implement

1. Implementation of the 7 Habits common language throughout school community.
2. Teachers utilize Thinking Maps as a means for students to analyze their behavior looking back at the causes of behavior and its effects on others.
3. Full-time School Counselor, as well as a part-time social worker and psychologist that meet with students as needed.
4. Teachers/Challenger Mentor/and FGCU or FSW Intern students and provide peer mentors.
5. Every classroom is partnered - intermediate classrooms with primary. They meet regularly for buddy reading. 6. Parent volunteers are also encouraged to participate in all aspects of our school culture and utilized throughout the school on a regular basis.

Person Responsible	Elizabeth Feliciano (elizabethff@leeschools.net)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Current Status: Attendance data results indicate 10% of students K-5th Grade absent. Students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.
Measurable Outcome:	Decrease the number of chronically absent students from 10% to 8% as measured by Castle Early Warning System by May 2020.
Person responsible for monitoring outcome:	Elizabeth Feliciano (elizabethff@leeschools.net)
Evidence-based Strategy:	Teachers and Staff to consistently implement our school wide Positive Behavior Supports, Sterling Quality Processes, and 7 Habits language and strategies in order to be responsive to student's and their families emotional well-being, mindset, and needs.
Rationale for Evidence-based Strategy:	Improve students' attendance through positive Teacher/student relationships, community building activities, family engagement, and student support. Professional Development; Support teachers in growing; their capacity to effectively instruct struggling students

Action Steps to Implement

1. Monitor will occur through data analysis from the Early Warning Systems
2. Weekly meeting with Social Worker to review student absenteeism (pull attendance from Focus) in order to send out 5/10 letter off Focus.
3. Schedule Monthly meeting with parents of truant students to review absences/tardies.
4. Monitor Monthly Attendance Meeting data, Leadership PLC Meeting Notes/Agenda
5. Social Worker's implementation of the Rise and Shine Club recognizing students with absenteeism/tardies.
6. Reward most improved class attendance

Person Responsible	Elizabeth Feliciano (elizabethff@leeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

-Our teachers will receive additional training during PLC's regarding high-yield strategies to better reach our students within their mathematics, reading, and science standards.

-Promethean Board Training for teachers will be utilized throughout the year to better assist our teachers with utilizing technology in the classroom.

-Our resource teachers will be utilized to provide coaching and support during PLC's to assist with data analysis with our teachers. This process assists our teachers with targeting students within the lowest 25% that need additional support, as well as high-achieving students that may need enrichment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We will increase parent volunteer/community involvement activities in the classroom and school wide through hosting various events and providing consistent communication on our website, parent/community bulletin board Activities include but are not limited to: implementing a school-wide survey in which we gathered feedback from stakeholders in regards to volunteerism, uniforms for students, communication needs, and increasing parental involvement. Teacher/Parent communications through the Monthly Newsletter and Parent Link Communication are translated in Spanish and communication system is used for FSA night and PTO meetings as needed to translate to our Spanish speaking families. Parents are invited to student Awards Ceremonies, Monthly SAC/PTO Meetings, Field Trips, and school wide events. 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 (i.e Can Food Drive). We also host Quarterly Award Ceremonies, Career Day, Read Across America Day, Good News Club, and Boy/Girl Scouts, 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. Opportunities are also provided for those parents that are unable to volunteer at the school to do so from home.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00