

The School District of Lee County

Patriot Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Patriot Elementary School

711 SW 18TH ST, Cape Coral, FL 33991

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

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Feliciano, Elizabeth	Principal	<p>ESSENTIAL JOB FUNCTIONS:</p> <ul style="list-style-type: none"> ▪ Achieve results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance. ▪ Implement the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula. ▪ Recruit, retain, and develop an effective and diverse faculty and staff. ▪ Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. ▪ Evaluate, mEmploy a faculty with the instructional proficiencies needed for the school population served and identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. ▪ Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and times, and engages faculty in effective individual and collaborative professional learning throughout the school year. ▪ Structure and monitor a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. ▪ Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. ▪ Promote school and classroom practices that validate and value similarities and differences among students and provide recurring monitoring and feedback on the quality of the learning environment. ▪ Initiate and support continuous improvement processes focused on the

Name	Position Title	Job Duties and Responsibilities
		<p>students' opportunities for success and well-being.</p> <ul style="list-style-type: none"> ▪ Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data and give priority attention to decisions that impact the quality of student learning and teacher proficiency. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decisions for effectiveness, equity, and intended and actual outcomes. ▪ Empower others and distribute leadership when appropriate. ▪ Use effective technology integration to enhance decision making and efficiency throughout the school. ▪ Actively cultivate, support, and develop other leaders within the organization, provide evidence of delegation and trust in subordinate leaders, and plan for succession management in key positions. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Develop sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. ▪ Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. ▪ Organize time, tasks, and projects effectively with clear objectives and coherent plans and establish appropriate deadlines. ▪ Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development and demonstrate fiscal responsibility to maximize the impact of fiscal resources on instructional priorities. ▪ Practice two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ▪ Actively listen to and learn from student, staff, parents, and community stakeholders and recognize individuals for effective performance. ▪ Communicate student expectations and performance information to students, parents, and the community. ▪ Maintain high visibility at the school and in the community, regularly engage stakeholders in the work of the school, and communicate opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues. ▪ Ensure faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Demonstrate personal and professional behaviors consistent with quality

Name	Position Title	Job Duties and Responsibilities
		<p>practices in education and as a community leader.</p> <ul style="list-style-type: none"> ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B1.001 and 6B-1.006, Florida Administrative Code. ▪ Demonstrate resiliency by staying focused on the school's vision and reacting constructively to barriers that include disagreement and dissent with leadership. ▪ Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and the local community. ▪ Demonstrate willingness to accept responsibility for actions and utilize constructive criticism for professional growth. ▪ Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback. ▪ Implement regulations as they pertain to the assigned school. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Monitor, and provide timely feedback to faculty on the effectiveness of instruction.
Lew, Steven	Assistant Principal	<p>ESSENTIAL JOB FUNCTIONS:</p> <ul style="list-style-type: none"> ▪ Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments. ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan. ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the

Name	Position Title	Job Duties and Responsibilities
		<p>students' opportunities for success and well-being.</p> <ul style="list-style-type: none"> ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. <p>OTHER JOB FUNCTIONS:</p> <ul style="list-style-type: none"> ▪ Attend staff meetings and participate in conferences and other trainings to enhance job performance. ▪ Seek out professional development opportunities and maintain professional licensure and certifications. ▪ Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times. ▪ Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education. ▪ Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale. ▪ Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality
Carthy-Pierre, Kimberly	Other	.
	Other	<p>The roles of each member are as follows:</p> <ul style="list-style-type: none"> • 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 • 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We have a SIP that is created with school stakeholders. All stakeholders in the school are given the opportunity to join and collaborate on the SIP team if interested.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will meet consistently throughout the year and analyze our data trends regarding our areas of focus on our SIP. Changes will be implement, such as increasing the usage of various high yield instructional strategies, if the achievement gaps are not making the necessary gains needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B

	2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	15	9	29	29	16	0	0	0	98	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	38	15	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	0	35	18	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	25	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	15	9	29	29	16	0	0	0	98	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	38	15	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	0	35	18	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	25	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	48	53	52	52	56	55		
ELA Learning Gains				57			53		
ELA Lowest 25th Percentile				50			50		
Math Achievement*	61	57	59	64	45	50	54		
Math Learning Gains				75			35		
Math Lowest 25th Percentile				61			23		
Science Achievement*	50	53	54	54	59	59	52		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	64	51	59	48			45		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	286
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	4
ELL	46			
AMI				
ASN				
BLK	63			
HSP	55			
MUL	62			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	56			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL	51			
AMI				
ASN				
BLK	52			
HSP	54			
MUL	53			
PAC				
WHT	64			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			61			50					64
SWD	24			44			21				5	30
ELL	45			49			29				5	64
AMI												
ASN												
BLK	58			68							2	
HSP	55			56			46				5	63

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	62			62							2	
PAC												
WHT	52			64			54				4	
FRL	48			56			48				5	62

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	52	57	50	64	75	61	54					48
SWD	16	21	18	22	43	23	21					40
ELL	37	43	50	48	72	69	44					48
AMI												
ASN												
BLK	30	50		45	83							
HSP	50	53	44	57	71	59	53					47
MUL	36			70								
PAC												
WHT	58	64	61	71	76	56	62					
FRL	45	54	51	58	72	61	40					45

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	53	50	54	35	23	52					45
SWD	24	47	55	26	20	20	15					17
ELL	45	58		46	35		50					45
AMI												
ASN	58			67								
BLK	22			28								
HSP	54	45	62	50	35	24	51					43
MUL	27			40								
PAC												
WHT	62	62	46	62	36	30	56					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	49	57	55	48	31	24	46					36

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	48%	-4%	54%	-10%
04	2023 - Spring	55%	56%	-1%	58%	-3%
03	2023 - Spring	49%	42%	7%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	55%	9%	59%	5%
04	2023 - Spring	61%	61%	0%	61%	0%
05	2023 - Spring	53%	52%	1%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 data component from the 2022-2023 school year that showed the lowest performance is 5th grade ELA (Proficiency of 48%). Trends that contributed to this low performance were large class sizes due teacher absence (Maternity leave and displaced teachers due to affects of Hurricane Ian). These factors contributed to the lack of substitutes and therefor classes needing to increase in size due to class splits. Small classes enable teachers to spend more time with each individual student so nobody slips through the cracks. Students have more opportunities to ask questions and receive direct feedback on their schoolwork which helps them engage more with their coursework overall improving academic achievement.

Additionally, teachers have an easier time managing smaller classes. As such, smaller classes facilitate learning environments with fewer disruptions, leaving more time for in-depth discussion and immersive learning.

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

The data component that showed the greatest decline from the prior year were our 5th grade math proficiency levels from the previous year 75% to 57% (decreased 18 percentage points). The data component from the 2022-2023 school year that showed the lowest performance is 5th grade ELA (Proficiency of 48%). Trends that contributed to this low performance were large class sizes due teacher absence (Maternity leave and displaced teachers due to affects of Hurricane Ian). These factors contributed to the lack of substitutes and therefor classes needing to increase in size due to class splits. Small classes enable teachers to spend more time with each individual student so nobody slips through the cracks. Students have more opportunities to ask questions and receive direct feedback on their schoolwork which helps them engage more with their coursework overall improving academic achievement.

Additionally, teachers have an easier time managing smaller classes. As such, smaller classes facilitate learning environments with fewer disruptions, leaving more time for in-depth discussion and immersive learning.

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.

The data component that had the greatest gap when compared to the state average was 5th grade ELA proficiency. The state average for proficiency in 5th grade ELA was 54%. Our 2022-2023 5th graders were 48% proficient. The factors that contributed to these trends were large class sizes due teacher absence (Maternity leave and displaced teachers due to affects of Hurricane Ian). These factors contributed to the lack of substitutes and therefor classes needing to increase in size due to class splits.

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

The data component that showed the most improvement was our grade 3rd grade math proficiency (37% to 71% This represents a 34% point increase from 2021-2022. Our 3rd grade teachers provide differentiated standards baed centers in addition to differentiated WIN groups based on standards mastery.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from part I, one major area of concern involves the number of students in grades 3-5 that have received multiple suspensions. There were 74 students last year in grades 3-5 that received more than one suspension throughout the school year.

Another area of concern is the number of Level 1 students in 4th Grade.

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

1. By May 2024 students in grades 3-5 will increase ELA proficiency levels to meet or exceed the state averages for 3rd grade (50%), 4th grade (48%), and 5th grade (55%).
2. By May 2024, students in 5th grade will increase Mathematics proficiency by 3 percentage points (currently 53%).
3. By May 2024, students receiving multiple suspensions in grades 3-5 will decrease by 50%.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA FAST PM 3 for grades 3-5 the 2022-2023 school year increased from 51% to 57% percent. While our ELA proficiency did increase 6% from 2021-2022 school year, this is an area of focus as our 5th grade students decreased from the previous year from 52% to 48%. Analysis of our ELA data indicates this area as a crucial need based upon ELA subgroup, students with disabilities.

ELA Proficiency gains (Previous Year to 2003):

Patriot Elementary students will increase the percent of students scoring proficient or above from 57% to 60% as demonstrated on the 2024 F.A.S.T. PM3 assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Specific: What do we want to do?

Patriot Elementary students will increase the percent of students scoring proficient or above from 57% to 60% as demonstrated on the 2024 F.A.S.T. PM3 assessment.

Realistic: Can you realistically achieve it?

The following student proficiency goals for grades 3-5 ELA FAST proficiency are achievable: Fifty two percent of 5th students scored at or above proficiency in 2022.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Level 1 and 2 students will be invited to meet with the principal for "Calendar Club". During this time, the Principal reviews students F.A.S.T results, iReady, and quarterly comprehensive and Exemplars. A calendar will be put in place with a signed contract, where students complete 30 minutes of Accelerated Reading each night, review academic vocabulary flash cards with highest frequency words on the FAST Assessment, and checking in monthly for compliance. At the end of each month, the student that are on track and gain the parent's signature to assure compliance are invited for a celebration at the end of each month.

Will be placed in the Intervention Resource "Push to Proficiency".

A breakfast Club, PE waivers will offered to Level 1 and Level 2 students.

Attendance will be monitored weekly and students with more than 2 indicators are referred to the Child Study Team for follow up.

Person responsible for monitoring outcome:

Elizabeth Feliciano (elizabethff@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff will receive professional development in cooperative learning (Kagan) and Thinking Maps, monthly in order to build capacity with staff differentiating by level of training (pulled of Peoplesoft), content, and grade level.

These high-yield instructional strategies will be modeled and opportunities to visit a model classroom as well as have the opportunity to have an in house trainer demonstrate in a classroom at the teacher's request.

Building capacity with paraprofessionals on early release days will provide additional supports. A focus Kagan Structure and Thinking Map will be highlighted each month.

Hattie's Effect Size (hinge point .40):
Response to Intervention: 1.29
Cooperative Learning: .53
Thinking Maps: .64

Fidelity: Adminsitrator walkthroughs, common board configuration, Focus Wall, Bulleting Board with thinking map student samples will be monitored monthly for fidelity and implementation by school leadership team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High-yield instructional strategies are evidence-based and proven to have a high level of success rates when implemented with fidelity in the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Thinkig Map and Kagan Structure focuse of the month will assist teachers in incorporating within their ELA and cross curricular instruction. The fidelity of the high-yield instructional strategies implementation will be the monthly "look -fors" and will assist Coaches,

Monitoring:

Walkthrough Observation for fidelity: Principal, Assistant Principal,
Professional Development: Kagan and Thinking Map Team
Coaching/Modeling/In-class support: PCT, Lteracy Coaches, Kagan and

There is a representative from each grade level that comprise the Kagan and Thinking Map Team. Each memeber brings the grade leve context focus. The team reviews which Kagan Structure will be incorporated with the Thinking Map of the month and will prepare the professional development for upcoming staff meeting with the selected Kagan structure role played and Thinking Map modeled.

Person Responsible: Steven Lew (stevenl@leeschools.net)

By When: ELA high-yield instructional strategy classroom implementation will be monitored on a monthly basis throughout the school year. FAST ELA results will be finalized by June 2024.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Patriot Elementary 3rd grade students will increase increase students scoring proficient or above from a 56% to a 60% by tthe PM3 2024.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Patriot Elementary 3rd Grade students will increase students scoring at or above proficiency by 4 percentage points from 56% proficient to 60% as indicated on the 2024 PM3.

Specific: What do we want to do?

Patriot Elementary students will increase the percent of students scoring proficient or above from 56% to 60% as demonstrated on the 2024 F.A.S.T. PM3 assessment.

Realistic: Can you realistically achieve it?

The above 2023-2024 proficiency goal for 3rd grade students is realistic as students were able to increase 9 percentage points from 47% to 56% (PY2022 to progress monitoring three in 2023).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored during the data analysis PLC meeting (data analysis occurs after each exemplar, summative, and FAST progress monitoring).

Teachers will analyze data by the student and standard mastery. The PLC team will collaborate to provide differentiated standards-based centers and WIN groups. PLC Teams will use a grade-level data dashboard to monitor student progression of standards mastery.

The academic performance of students identified in our Early Warning System receives scheduled interventions (attendance, behavior, MTSS, and IEP plan are identified, and researched based strategies are implemented in their plan of action and monitored for progress). Students not scoring proficiency on the FAST are placed in the intervention reading group in addition to receiving grade-level reading curriculum.

Person responsible for monitoring outcome:

Elizabeth Feliciano (elizabethff@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff will receive professional development in cooperative learning (Kagan) and Thinking Maps, monthly in order to build capacity with staff differentiating by level of training (pulled of Peoplesoft), content, and grade level.

These high-yield instructional strategies will be modeled and opportunities to visit a model classroom as well as have the opportunity to have an in house trainer demonstrate in a classroom at the teacher's request.

Building capacity with paraprofessionals on early release days will provide additional supports.

A focus Kagan Structure and Thinking Map will be highlighted each month.

Hattie's Effect Size (hinge point .40):

Response to Intervention: 1.29

Cooperative Learning: .53

Thinking Maps: .64

Fidelity: Adminstrator walkthroughs, common board configuration, Focus Wall, Bulleting Board with thinking map student samples will be monitored monthly for fidelity and implementation by school leadership team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High-yield instructional strategies are evidence-based and proven to have a high level of success rates when implemented with fidelity in the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our desired result as a school is to see an improvement in our grades 3-5 ELA FAST Achievement levels for the 2023-204 school year. Our teachers will be provided with high-yield instructional strategies during their PLC meetings that will provide evidence-based strategies to be incorporated within their ELA instruction. The fidelity of the high-yield instructional strategies implementation will be closely monitored by the school-based leadership team. The instructional strategies employed are repeatable and replicable for classroom instructors, as they can be utilized over and over again across content areas.

Planning-

The planning of the high-yield strategies utilized in instruction will be done by our school-based leadership team

Core/Tier 1-

Tier 1 instruction with the implementation of high-yield strategies will be monitored on a monthly basis by the leadership team

Intervention/Extension

Students are provided daily WIN Time (What I need) for intervention and extension. This is monitored by admin/coaches.

Person Responsible: Elizabeth Feliciano (elizabethff@leeschools.net)

By When: ELA high-yield instructional strategy classroom implementation will be monitored on a monthly basis throughout the school year. FAST ELA results will be finalized by June 2024.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grades 2 students will show an increase in ELA achievement levels for the FY24 school year in comparison to the FY23 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grade 2 students will show an increase in ELA proficiency for the 2023-2024 school year on the PM 3 STAR assessment. Our students will show a three percentage point increase from this past year, moving from 62% proficient in STAR to ____% FAST proficiency

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored during the data analysis PLC meeting (data analysis occurs after each exemplar, summative, and FAST progress monitoring).

Teachers will analyze data by the student and standard mastery. The PLC team will collaborate to provide differentiated standards-based centers and WIN groups. PLC Teams will use a grade-level data dashboard to monitor student progression of standards mastery.

The academic performance of students identified in our Early Warning System receives scheduled interventions (attendance, behavior, MTSS, and IEP plan are identified, and researched based strategies are implemented in their plan of action and monitored for progress). Students not scoring proficiency on the FAST are placed in the intervention reading group in addition to receiving grade-level reading curriculum.

Person responsible for monitoring outcome:

Elizabeth Feliciano (elizabethff@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff will receive professional development in cooperative learning (Kagan) and Thinking Maps, monthly in order to build capacity with staff differentiating by level of training (pulled of Peoplesoft), content, and grade level.

These high-yield instructional strategies will be modeled and opportunities to visit a model classroom as well as have the opportunity to have an in house trainer demonstrate in a classroom at the teacher's request.

Building capacity with paraprofessionals on early release days will provide additional supports. A focus Kagan Structure and Thinking Map will be highlighted each month.

Hattie's Effect Size (hinge point .40):

Response to Intervention: 1.29

Cooperative Learning: .53

Thinking Maps: .64

Fidelity: Adminsitrator walkthroughs, common board configuration, Focus Wall, Bulleting Board with thinking map student samples will be monitored monthly for fidelity and implementation by school leadership team.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High-yield instructional strategies are evidence-based and proven to have a high level of success rates when implemented with fidelity in the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our desired result as a school is to see an improvement in our grade 2 ELA STAR proficiency levels for the 2023-204 school year. Our teachers will be provided with high-yield instructional strategies during their PLC meetings that will provide evidence-based strategies to be incorporated within their ELA instruction. The fidelity of the high-yield instructional strategies implementation will be closely monitored by the school-based leadership team. The instructional strategies employed are repeatable and replicable for classroom instructors, as they can be utilized over and over again across content areas.

Planning-

The planning of the high-yield strategies utilized in instruction will be done by our school-based leadership team

Core/Tier 1-

Tier 1 instruction with the implementation of high-yield strategies will be monitored on a monthly basis by the leadership team

Intervention/Extension

Students are provided daily WIN Time (What I need) for intervention and extension. This is monitored by admin/coaches.

Person Responsible: Elizabeth Feliciano (elizabethff@leeschools.net)

By When: ELA high-yield instructional strategy classroom implementation will be monitored on a monthly basis throughout the school year. FAST ELA results will be finalized by June 2024.

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our discipline referral count for students with disabilities will decrease during the FY24 school year by 20%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-2023 school year, 78 out of our 212 discipline referrals were students with disabilities. We will reduce this number of discipline referrals for the FY24 school year by 10%,

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of Focus will be monitored by the Positive Behavior Interventions and Supports Team as well as the School-based leadership team.

Person responsible for monitoring outcome:

Elizabeth Feliciano (elizabethff@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High yield instructional strategies within the classroom are being implemented with fidelity during the FY24 school year. By implementing Kagan cooperative group strategies, hands-on instructional strategies, and other high yield instructional strategies we see less students with disabilities receiving discipline referrals throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High yield instructional strategies are research-based and proven to be successful in increasing student engagement, classroom motivation, and learning gains. By providing our teachers with the necessary training throughout the school year regarding the implementation of high-yield instructional strategies, we will see less discipline referrals throughout the school year as classroom engagement will be higher within the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our desired result as a school is to see an improvement in our discipline referral rate for our students with disabilities. Our teachers will be provided with high-yield instructional strategies during their PLC meetings that will provide evidence-based strategies to be incorporated within their instruction. The fidelity of the high-yield instructional strategies implementation will be closely monitored by the school-based leadership team. The instructional strategies employed are repeatable and replicable for classroom instructors, as

they can be utilized over and over again across content areas.

Planning-

The planning of the high-yield strategies utilized in instruction will be done by our school-based leadership team

Core/Tier 1-

Tier 1 instruction with the implementation of high-yield strategies will be monitored on a monthly basis by the leadership team

Intervention/Extension

Students are provided daily WIN Time (What I need) for intervention and extension. This is monitored by admin/coaches.

Person Responsible: Elizabeth Feliciano (elizabethff@leeschools.net)

By When: By the end of the FY24 school year we will see our referral rate for students with disabilities reduce by 10%.

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of Focus chosen for our ESSA subgroup shows the lowest achievement data reported for three consecutive years. Our Student's with Disabilities subgroup scored below 45% in ELA. PES will see a 3% ELA learning gain from our lowest quartile ESSA focus group.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

PES will monitor this Area of Focus for the desired outcome by May 2024 through F.A.S.T. PM1, PM2, and PM3 assessments and iReady as a diagnostic and growth monitoring tool.

By May 2024 our student's with disabilities subgroup will show a 3% increase in ELA learning gains as demonstrated by Progress Monitoring 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

PES monitor this Area of Focus for the desired outcome by May 2024 through F.A.S.T. PM1, PM2, and PM3 assessments and iReady as a diagnostic and growth monitoring tool.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PES will continue to offer phonics instruction for students that have been screened and show a need within our lowest quartile. We will combine this strategy with standards-based learning through our ELA, Intervention Reading, tutoring, and Principal's Calendar Club.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale behind our implementation of this Area of Focus is that phonics instruction itself will not fix the problem of low achievement in reading. The high-yield strategy of phonics instruction must be combined with standards-based instruction using our best teachers to yield the most improvement. The resources we will use are Reading Intervention/Push to Proficiency in addition to the core curriculum Wonders, direct instruction in phonics, and the iReady Toolbox selecting standards not mastered.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Collaborate in PLC's to create and implement lesson plans
2. Lesson plan monitoring and feedback- Admin

3. Data analysis for instructional planning- use of small group instruction or whole review
4. Walkthroughs, Observations and coaching cycles
5. Tier 1 interventionists for small group push in or pull outs

Person Responsible: Elizabeth Feliciano (elizabethff@leeschools.net)

By When: ELA high-yield instructional strategy classroom implementation will be monitored on a monthly basis throughout the school year. FAST ELA results will be finalized by June 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The percentage of students in grades K-2 who scored below grade level on the Spring iReady diagnostic in ELA were 41% of the students tested. As these students progress in grade level throughout the next few years, we need to show significant improvement for them to be proficient on their state tests. In order to achieve this our goal is to increase rigor within our K-2 classrooms and also during WIN Intervention

time, (What I Need) where students are provided small group, differentiated instruction. During the core 90 minute reading block teachers will use the Florida reading model to plan the flow of their daily instruction. This will include read alouds, shared reading, supported reading and independent reading providing students with the opportunity to be exposed multiple genres of literature as well as experience listening to fluent reading being modeled. Students will then be provided the opportunity practice skills both with teacher support and independent. For students that require additional support, teachers will use various data points to determine student needs, such as iReady, DIBELS, and FAST state progress monitoring. Teachers will use the data to create in class small group instruction as well as grade level interventions. Teachers will be provided professional development on the utilization of the new benchmarks and curriculum. Teachers will use high yield instructional strategies and build lessons to meet the need of all of the students.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The grade level that demonstrated fifty-two percent of student below Level 3 proficiency are 5th grade students as demonstrated in ELA PM3.

The implementation of explicit vocabulary instruction has been identified as an instructional practice to focus upon as a critical area of need for our students to show improvement within Reading/ELA. research shows that students need to know 95% of the words that are read or heard in order to comprehend. Through the use of explicit vocabulary instruction and distributive summarizing, teachers will be able to increase student comprehension across all text types. Teachers in grades 3-5 will also utilize the Florida reading model to provide strategies for reading success. Teachers will focus on oral language, fluency, vocabulary, comprehension, and writing. Teachers will provide phonological awareness and phonics to students as needed, and determined by data collected from multiple data sources. Our PLC process with grade levels are focused on explicit vocabulary instruction within the teaching process on a consistent basis. This process falls in line with the "no opt out" strategy to increase student accountability, engagement, and participation. The rationale is based upon our student data being stagnant for our FSA tested grade levels in Reading/ELA and vocabulary knowledge is a foundational to reading comprehension. Teachers will be provided with professional development on the new Florida benchmarks as well as the newly adopted curriculum. Teachers will also use the district provided scope and sequence as well as the district created formative and summative assessments to ensure that the depth of knowledge and rigor are comparable to what they are being asked on the state assessment.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Each grade in K-2 demonstrated over 50% on track to pass PM3.

By May 2024, students in grades K-2 will increase from 59% to 62% proficiency as demonstrated by PM3.

Grades 3-5 Measurable Outcomes

Forty-eight percent of students in 5th grade score below Level 3 on the 2023 PM3. More than 50% of students in 3rd and 4th grade scored Level 3 or above (56% and 67% respectively).

Grades 3-5 achievement levels (level 3 or higher) will increase from 57% to 60% by May 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

District exemplars and common assessments will be monitored and analyzed throughout the school year within professional learning communities with grade level teams. This process will allow our teachers to focus on the low performing standards, and collaborate to come up with impactful teaching practices and high-yield strategies to better reach and assist their students. Resource teachers and administration will observe classrooms throughout consistently throughout the year, and will provide feedback to teachers regarding the strategies being implemented, and their effectiveness.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Feliciano, Elizabeth, elizabethff@leeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-Distributive Summarizing observations:

1. Plan summarizing strategies for the purpose of helping students answer the lesson essential question.
2. Embed summarizing strategies throughout the lesson, not at just at the end.
3. At the beginning of the lesson, use a summarizing strategy to activate prior knowledge or to create key background knowledge, as well as to gauge student learning.
4. During the lesson, break into chunks the learning required to answer the essential question, and then follow each chunk with a summarizing strategy (distributed summarizing through assessment prompts).
5. At the end of the lesson, engage students in a summarizing strategy that directly answers the lesson essential question

-Kagan and cooperative learning strategies are implemented consistently at our school to enhance engagement with our students, and increase student accountability. We have Kagan "teacher trainers"

that work with our Apples teachers, and also provide Professional development throughout the school year to our staff.

-Thinking maps are implemented consistently throughout the year in ELA across all grade levels. Our research-based Thinking Maps program allows our students to think through new information, vocabulary words, etc, and process ideas.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The utilization of Distributive Summarizing, Thinking Maps and Kagan cooperative group strategies do address our school needs in ELA. We selected these two programs as a result of their research-based track record off success in increasing achievement levels in ELA, as well as other content areas. The identified programs show strong and proven records of success in increasing student achievement levels.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our leadership team has developed a literacy leadership plan for our teachers and students that is funneled through our PLC process to increase student achievement in ELA. The goal of our PLC process is to continually examine student data and pinpoint deficient areas to provide our students with the targeted instruction they need. Assessments are monitored throughout the PLC process with our teachers. As our assessments are analyzed, teachers are provided with specific strategies to address the focused areas of student needs. Our teachers will be provided professional development throughout the year on Distributive Summarizing, Kagan, Thinking Maps, and high-yield strategies to develop strong instructional practices to better reach their students.	Feliciano, Elizabeth, elizabethff@leeschools.net
Our admin team and resource teachers have a plan in place to observe classrooms consistently throughout the year. Teachers are provided coaching throughout the year on high-yield instructional strategies to better reach their students in effective ways. Our Peer Collaborative teachers provide literacy coaching throughout the year with veteran and new teachers. Our Apple program also provides monthly coaching with a mentor teacher, as well as monthly PD meetings organized by the Assistant Principal.	Feliciano, Elizabeth, elizabethff@leeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

On or before October 6, 2023, we have a SAC Meeting where our SIP is presented, reviewed, and feedback is requested on the SIP and budget. The school improvement plan is linked on our school website (<https://pat.leeschools.net>) where stakeholders are able to access our current SIP.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Patriot Elementary recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include language barriers and the inability to leave work for events/meetings. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools' baseline data sources, i.e., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year. The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school plans to strengthen our academic program by exhibiting an increase in ELA achievement levels for the FY24 school year in comparison to the FY23 school year. Title I funds are allotted for additional school personnel (3 ELL instructional support paraprofessionals, one peer collaborative teacher) to better serve our student population. Our ELL instructional support paras are able to work individually with our English language learners, and provide them with necessary support needed within the classroom. Our Peer collaborative teacher supports the school in a multitude of ways. This consists of coaching teachers, leading peer learning communities, as well as providing classroom instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(II))

School-based mental health services, counseling, monitoring, and specialized support services are offered in a various forms at Patriot Elementary.

Licensed Mental Health professionals provide consultation with educators and parents regarding child development, academic performance and social skills,

Assessment of social/emotional development and learning needs of referred students are conducted as needed. Students are training in problem solving and coping skills, individual as well as group counseling is provided.

Patriot Elementary provides a three-tiered behavior intervention approach called School-wide Positive Behavior Supports (Sw-PBS). This behavior support is consistent with the MTSS Tiered Intervention model to provide supports which creates a positive school climate by reinforcing desired behaviors and removing inadvertent reinforcements for problem behavior.

Health services provided at Patriot Elementary include: Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), crisis prevention and intervention, parent counseling and education related to their

child's disability, including: assisting parents in understanding the special needs of their child, providing parents with information about child development and parenting skills, helping parents to acquire the necessary skills

that will allow them to support the implementation of their child's Individual Education Program (IEP) or Individual and Family Support Plan (IFSP), and coordination.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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that will allow them to support the implementation of their child's Individual Education Program (IEP) or Individual and Family Support Plan (IFSP), and coordination.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will be provided with professional development on the new Florida benchmarks as well as the newly adopted curriculum. Teachers will also use the district provided scope and sequence as well as the district created formative and summative assessments to ensure that the depth of knowledge and rigor are comparable to what they are being asked on the state assessment.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Prior to entering KG, families are invited to attend a school tour and orientation to learn about the Kindergarten curriculum, schedule, and what a typical day will look like all before the first day of school. Families are called individual to schedule a time for their child to participate in an Kindergarten screener to gain information that will assist in placement and provide a smooth transition into Kindergarten. Families attend an annual open house and meet their child's teacher before the first day of school. Teachers follow the our district plan in teaching state standards and District initiatives that promote student academic achievement. In the summer 2024 a Kindergarten Jump Start program will be offered to allow students to familiarize them with their new school, learn classroom and school expectations all before their first official day in Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00

3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes