

Tropic Isles Elementary School



2014-15 School Improvement Plan

Tropic Isles Elementary School

5145 ORANGE GROVE BLVD, North Fort Myers, FL 33903

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
82%

Alternative/ESE Center
No

Charter School
No

Minority
42%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tropic Isles will continuously improve by making data driven decisions, building strong relationships, and providing a safe quality learning environment to ensure high academic excellence.

Provide the school's vision statement

To be a nationally role model for academic excellence.

School Environment

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

As part of the start of the year, teachers take time to get to know their students. This is done through a variety of ways including Glasser Quality practices, class meetings and surveying students basic needs on a daily basis.

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

Teachers create a environment where students feel safe by utilizing Dr. William Glasser Quality techniques. Teachers survey students daily to identify their basic need and then work hard to help students get this need filled. Teachers also use the questioning process when students are having troubles to help them understand what their need is and how they can go about getting it met in a safe way.

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

Every staff member has participated in Choosing excellence training, provided through the district. All new staff members are trained within the first quarter. As part of this training, teachers, along with students help with the development of mission statements and classroom expectations. Being trained on the questioning process also helps aid minimize off task behavior in the classroom.

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

Staff follow the Glasser Quality Choice theory which has students identify which of their needs they need met and then the teacher helps meet that need in a variety of ways in the classroom If needed, a guidance counselor is available on a daily basis for students.

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181164>.

Description

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

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

Tropic Isles Elementary will ensure that parents are included in the development, implementation and evaluation of its Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on Tropic Isles PIP at our SAC meeting throughout the school year.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Macchia, Brandy	Principal
Idlette, Mary	Assistant Principal
McDonagh, Mark	Instructional Coach

Duties

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

Each member of the school-based leadership team is involved in the MTSS process as well as in monitoring the goals and targets of the SIP. Leadership team members analyze and monitor school, classroom and individual student data in order to identify areas of need for school improvement. Leadership team members assist in the development and implementation of interventions for students, monitor the student response to intervention, as well as work collaboratively to problem-solve for school improvement.

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

The data-based problem-solving processes for the implementation and monitoring of the MTSS and SIP structures that address the effectiveness of core instruction, resource allocation, teacher support systems and small group and individual student needs include the Goal Teams and PLC teams which meet on a monthly/weekly basis to analyze data and monitor student progress. These teams analyze and monitor the effectiveness of the core instruction through the school-wide Strategy Map and Strategic Plan. Tropic Isles Elementary implements the PDSA problem-solving process to address small group and individual student needs.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dale Wheeler	Parent
Brandy Macchia	Principal
Mary Idlette	Principal
Andrew Whitbred	Teacher
Rita Effing	Parent

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting, SAC members will review last years plan and identify goals met and goals not met. Members will then look at and discuss strategies that were used and the effectiveness of them.

Development of this school improvement plan

The SAC will assist in the development of this School Improvement Plan through discussion and evaluation of the plan at the SAC meetings. Meetings are publicized in school newsletters, on the school calendar and school marquee.

Preparation of the school's annual budget and plan

The budget was created by the school administration to staff the school with qualified staff members in order to continue student success. Budget and planning focuses on student achievement, qualified staff and continuous improvement.

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

Use of the school improvement funds will be for purposes of increasing student achievement in Reading and Math. Staff will target small groups using specifically designed resources to increase their learning.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Macchia, Brandy	Principal
Idlette, Mary	Assistant Principal
McDonagh, Mark	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be supporting the implementation of the 90 minute literacy block as well as monitoring the fidelity of the implementation of the core reading curriculum. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. The LLT Leadership team develops strategies to be implemented in order to improve student achievement for all students. Specific strategies targeting increasing text complexity and academic rigor will be implemented to increase learning gains for all students.

Public and Collaborative Teaching

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

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

Tropic Isles will utilize PLC's to encourage positive working relationships between teachers and staff. Teachers also have common planning time with members of their grade level to help with collaborative planning. Instructional coaches will be used to help with instruction and will be available for mentoring and modeling as the year progresses.

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

To recruit and retain highly qualified, certified-in-field and effective teachers to Tropic Isles Elementary, the following strategies are implemented:

Administration conducts walk-throughs and holds regular meetings with new teachers to support and monitor their classroom presence. New teachers are partnered with veteran teachers as mentors. All teachers work collaboratively within their own grade level as well as with cross grade level colleagues to effectively plan and provide instruction.

All staff will participate in trainings, coursework and certification exams to meet district, state and federal requirements and for professional development.

The opportunity for leadership roles is provided for all teachers through participation in the Site Based Decision Making team, Goal teams, and Steering Committee.

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

All mentors work with Mentees to train them with regard to school culture/demographics, resources and behavior/classroom management process. In addition, Mentors will support Mentees in the areas of team/grade level meetings as well as understanding the Vision, Organizational Profile, and Policies and Procedures of the school. Mentors will provide support in lesson planning to connect to content standards as well as provide feedback following observations of instruction. Administration meets with the new teachers as well as providing additional training as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers write lesson plans that are aligned to the District Academic Plan which are monitored by school administrators. In addition, school administration conducts classroom walk throughs to ensure alignment.

Instructional Strategies

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

Data is constantly monitored to inform decision making such as where to use instructional paras and instructional coaches. Teachers will use this data to differentiate their instruction on a daily basis

when pulling small groups. In addition, a math intervention plan has been created to help differentiate learning for students who need enriching and those who need remediation.

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

Strategy: Extended School Day

Minutes added to school year: 1,980

Before or after school school tutoring programs for students focusing on reading, math, writing and science.

Strategy Rationale

Provide students additional time to work on skills needed to be successful in reading, math, writing, and science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Macchia, Brandy, brandyam@leeschools.net

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

Student achievement data is collected and analyzed by the leadership team, goal teams and through collaborative PLC's to determine areas of academic need in core academic subjects as well as to determine students in need of support in specific academic areas.

Student Transition and Readiness

PreK-12 Transition

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

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

The Pre-School program at Tropic Isles works on introducing children to the routines and expectations of an Elementary School. Giving children the opportunity to succeed in a classroom setting, allowing them to find comfort in their learning environment are all important skills provided to our students.

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

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning.

Strategic Goals Detail

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

G1. Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning. 1a

G038930

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	77.0
FCAT 2.0 Science Proficiency	59.0
Math Gains	76.0
Math Lowest 25% Gains	63.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	81.0

Resources Available to Support the Goal 2

- Title I
- TIF Grant - Teacher Leaders
- Instructional Coaches
- Engaged staff
- MTSS/RtI System
- Professional Development
- NEAF Grant- Choosing Excellence

Targeted Barriers to Achieving the Goal 3

- Teachers new to school and new to grade level.
- Reading and math series.
- Use of assessments and the uncertainty as to whether it is predictive of student achievement.

Plan to Monitor Progress Toward G1. 8

The process for using data collected to decide if progress toward the goal is satisfactory is the PDSA problem-solving model. Tropic Isles has created a Strategic Plan in which all goals and measures are monitored by all faculty members through goal teams. Goal teams consist of representatives from each grade level. Student achievement data is monitored through formative measures, and tracked towards year end goal progress.

Person Responsible

Brandy Macchia

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Evidence of completion of monitoring activities includes post-observation notes, weekly PLC meeting minutes, monthly Goal Team meeting minutes as well as the Tropic Isles Strategic Plan, used to monitor student achievement data. Goal Teams and grade level PLC teams create action plans in order to increase student achievement.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning. **1**

 G038930

G1.B1 Teachers new to school and new to grade level. **2**

 B093666

G1.B1.S1 New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement **4**

 S104697

Strategy Rationale

Action Step 1 **5**

New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

Person Responsible

Mary Idlette

Schedule

Monthly, from 8/22/2014 to 6/1/2015

Evidence of Completion

Evidence of effectiveness of pairing of new teachers with veteran teachers can be found through administrative walk throughs, teacher observation, post observation conferences and end of the year teacher evaluation. Student achievement gains provide additional evidence of effectiveness.

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

Monthly meetings, administrative classroom walkthroughs, teacher observation, post-observation self-evaluation

Person Responsible

Mary Idlette

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Student achievement data, teacher evaluation checklists, post-observation reflection conference notes

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

Completion of the APPLES program

Person Responsible

Mary Idlette

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

In-service records, APPLES paperwork

G1.B2 Reading and math series. 2

B093667

G1.B2.S1 Teacher Leaders and academic coaches will work within the classroom setting to assist and support teachers in implementing curriculum's for math and reading with fidelity. 4

S104698

Strategy Rationale

Action Step 1 5

Teacher Leaders, one for reading, one for math, as well as reading and math academic coaches will work within the classroom setting with teachers to implement the new reading and math curriculum with fidelity. Collaboration of best practices through weekly PLC meetings as well as cross-grade level collaboration through monthly goal team meetings will enable sharing of best practices to support and assist teachers.

Person Responsible

Brandy Macchia

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Student formative and summative assessments will provide evidence as to the effectiveness of the support and collaboration provided by Teacher Leaders and Academic Coaches. Additional evidence may be gathered through administrative walk-throughs and teacher observations and post observation conferences.

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

Monthly meetings, administrative classroom walkthroughs, teacher observation, post-observation self-evaluation

Person Responsible

Brandy Macchia

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student achievement data, formative and summative assessment evaluation, meeting minutes

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

Student achievement data as well as administrative classroom walk-through data will be monitored to ensure successful implementation of the Apples program. Benchmarks for success will include walk-through and observation checklists, self-reflection, and student achievement data analysis. Questionable or poor implementation will produce unfavorable checklist and observation ratings, as well as a decline in student achievement. Strategies to address unfavorable results are developed using the PDSA problem-solving process, including all parties involved.

Person Responsible

Mary Idlette

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Evidence of monitoring activities include post-conference notes, observation and evaluation checklists, meeting agendas and minutes as well as regular analyzing of student achievement data through formative, summative and observable measures.

G1.B3 Use of assessments and the uncertainty as to whether it is predictive of student achievement. 2

B093668

G1.B3.S1 In order to increase student achievement gains system-wide by focusing on teaching and learning, it is necessary to analyze and evaluate assessments as to the effectiveness of the information they provide. All faculty members will assist in analyzing student formative and summative assessments as to the predictive alignment with student achievement. Student achievement data will be compared schoolwide as well as with district data as to the validity of the assessments. 4

S104699

Strategy Rationale

Action Step 1 5

Faculty members will work together to determine the effectiveness of formative and summative assessments in increasing student achievement gains. Using the PDSA problem-solving process, assessments will be evaluated using line-item analysis techniques and comparative data. Comparative data is also analyzed as students move through the tiers of the MTSS/RtI process. Student achievement data is compared by assessments to peer and district data. Data team members, as well as all faculty members, will use the Performance Matters data system to monitor and compare assessments within grade levels, as well as with district counterparts. Faculty members will participate in professional development opportunities that provide research-based information on using formative and summative assessments to increase student achievement.

Person Responsible

Brandy Macchia

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Student data folders, classroom data centers, and the school-wide Strategic Plan provide evidence of the progress of student achievement.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data team members will meet to evaluate and analyze student progress towards goals, as well as to monitor the effectiveness of formative and summative assessments for reading and math. NEAF school contacts and Steering Committee members will meet weekly to report on the effectiveness of the assessments as reported by teachers through weekly PLC team meetings. Teacher Leaders and Academic Coaches will monitor any developments or updates from the district regarding assessments or professional development through monthly coaches meetings on sharing information and best practices to implement the new series.

Person Responsible

Brandy Macchia

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Data team minutes, Steering Committee, Goal Team and PLC meeting minutes, Tropic Isles Strategic Plan and Goal team action plans. District Reading and Math Coaches meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student achievement data as measured by formative and summative assessments in reading and math. Assessments include both new curriculum provided as well as district level measures (i.e. baseline and STAR Reading/Math). Progress is monitored through weekly PLC team data analysis as well as Data team meetings and monthly goal team meetings. The PDSA problem solving process is used to monitor the effectiveness of the strategies, as well as to develop and implement action plans that address areas that produce unfavorable results.

Person Responsible

Brandy Macchia

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Evidence of completion of monitoring can be found in meeting minutes which are posted to the school-wide Sharepoint site to be accessed by all staff members.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement	Idlette, Mary	8/22/2014	Evidence of effectiveness of pairing of new teachers with veteran teachers can be found through administrative walk-throughs, teacher observation, post-observation conferences and end of the year teacher evaluation. Student achievement gains provide additional evidence of effectiveness.	6/1/2015 monthly
G1.B2.S1.A1	Teacher Leaders, one for reading, one for math, as well as reading and math academic coaches will work within the classroom setting with teachers to implement the new reading and math curriculum with fidelity. Collaboration of best practices through weekly PLC meetings as well as cross-grade level collaboration through monthly goal team meetings will enable sharing of best practices to support and assist teachers.	Macchia, Brandy	8/18/2014	Student formative and summative assessments will provide evidence as to the effectiveness of the support and collaboration provided by Teacher Leaders and Academic Coaches. Additional evidence may be gathered through administrative walk-throughs and teacher observations and post-observation conferences.	6/1/2015 daily
G1.B3.S1.A1	Faculty members will work together to determine the effectiveness of formative and summative assessments in increasing student achievement gains. Using the PDSA problem-solving process, assessments will be evaluated using line-item analysis techniques and comparative data. Comparative data is also analyzed as students move through the tiers of the MTSS/RTI process. Student achievement data is compared by assessments to peer and district data. Data team members, as well as all faculty members, will use the Performance Matters data system to monitor and compare assessments within grade levels, as well as with district counterparts. Faculty members will participate in professional development opportunities that provide research-based information on using formative and summative assessments to increase student achievement.	Macchia, Brandy	8/25/2014	Student data folders, classroom data centers, and the school-wide Strategic Plan provide evidence of the progress of student achievement.	6/1/2015 weekly
G1.MA1	The process for using data collected to decide if progress toward the goal is satisfactory is the PDSA problem-solving model. Tropic Isles has created a Strategic Plan in which all goals and measures are monitored by all faculty members through goal teams. Goal teams consist of representatives from each grade level. Student achievement data is monitored through formative measures, and tracked towards year end goal progress.	Macchia, Brandy	8/18/2014	Evidence of completion of monitoring activities includes post-observation notes, weekly PLC meeting minutes, monthly Goal Team meeting minutes as well as the Tropic Isles Strategic Plan, used to monitor student achievement data. Goal Teams and grade level PLC teams create action plans in order to increase student achievement.	8/18/2014 monthly
G1.B1.S1.MA1	Completion of the APPLES program	Idlette, Mary	8/25/2014	In-service records, APPLES paperwork	6/1/2015 monthly
G1.B1.S1.MA1	Monthly meetings, administrative classroom walkthroughs, teacher observation, post-observation self-evaluation	Idlette, Mary	8/25/2014	Student achievement data, teacher evaluation checklists, post-observation reflection conference notes	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Student achievement data as well as administrative classroom walk-through data will be monitored to ensure successful implementation of the Apples program. Benchmarks for success will include walk-through and observation checklists, self-reflection, and student achievement data analysis. Questionable or poor implementation will produce unfavorable checklist and observation ratings, as well as a decline in student achievement. Strategies to address unfavorable results are developed using the PDSA problem-solving process, including all parties involved.	Idlette, Mary	8/18/2014	Evidence of monitoring activities include post-conference notes, observation and evaluation checklists, meeting agendas and minutes as well as regular analyzing of student achievement data through formative, summative and observable measures.	6/1/2015 weekly
G1.B2.S1.MA1	Monthly meetings, administrative classroom walkthroughs, teacher observation, post-observation self-evaluation	Macchia, Brandy	9/1/2014	Student achievement data, formative and summative assessment evaluation, meeting minutes	6/1/2015 monthly
G1.B3.S1.MA1	Student achievement data as measured by formative and summative assessments in reading and math. Assessments include both new curriculum provided as well as district level measures (i.e. baseline and STAR Reading/Math). Progress is monitored through weekly PLC team data analysis as well as Data team meetings and monthly goal team meetings. The PDSA problem solving process is used to monitor the effectiveness of the strategies, as well as to develop and implement action plans that address areas that produce unfavorable results.	Macchia, Brandy	8/25/2014	Evidence of completion of monitoring can be found in meeting minutes which are posted to the school-wide Sharepoint site to be accessed by all staff members.	6/1/2015 weekly
G1.B3.S1.MA1	Data team members will meet to evaluate and analyze student progress towards goals, as well as to monitor the effectiveness of formative and summative assessments for reading and math. NEAF school contacts and Steering Committee members will meet weekly to report on the effectiveness of the assessments as reported by teachers through weekly PLC team meetings. Teacher Leaders and Academic Coaches will monitor any developments or updates from the district regarding assessments or professional development through monthly coaches meetings on sharing information and best practices to implement the new series.	Macchia, Brandy	8/25/2014	Data team minutes, Steering Committee, Goal Team and PLC meeting minutes, Tropic Isles Strategic Plan and Goal team action plans. District Reading and Math Coaches meeting minutes.	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning.

G1.B1 Teachers new to school and new to grade level.

G1.B1.S1 New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

PD Opportunity 1

New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

Facilitator

Mary Idlette, Assistant Principal

Participants

Administration and faculty.

Schedule

Monthly, from 8/22/2014 to 6/1/2015

G1.B2 Reading and math series.

G1.B2.S1 Teacher Leaders and academic coaches will work within the classroom setting to assist and support teachers in implementing curriculum's for math and reading with fidelity.

PD Opportunity 1

Teacher Leaders, one for reading, one for math, as well as reading and math academic coaches will work within the classroom setting with teachers to implement the new reading and math curriculum with fidelity. Collaboration of best practices through weekly PLC meetings as well as cross-grade level collaboration through monthly goal team meetings will enable sharing of best practices to support and assist teachers.

Facilitator

Teacher Leaders, Academic Coaches, District level PD presenters.

Participants

Administration and faculty.

Schedule

Daily, from 8/18/2014 to 6/1/2015

G1.B3 Use of assessments and the uncertainty as to whether it is predictive of student achievement.

G1.B3.S1 In order to increase student achievement gains system-wide by focusing on teaching and learning, it is necessary to analyze and evaluate assessments as to the effectiveness of the information they provide. All faculty members will assist in analyzing student formative and summative assessments as to the predictive alignment with student achievement. Student achievement data will be compared schoolwide as well as with district data as to the validity of the assessments.

PD Opportunity 1

Faculty members will work together to determine the effectiveness of formative and summative assessments in increasing student achievement gains. Using the PDSA problem-solving process, assessments will be evaluated using line-item analysis techniques and comparative data. Comparative data is also analyzed as students move through the tiers of the MTSS/RtI process. Student achievement data is compared by assessments to peer and district data. Data team members, as well as all faculty members, will use the Performance Matters data system to monitor and compare assessments within grade levels, as well as with district counterparts. Faculty members will participate in professional development opportunities that provide research-based information on using formative and summative assessments to increase student achievement.

Facilitator

District PD presenters, Teacher Leaders

Participants

Administration and faculty

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0