

The School District of Lee County

Tanglewood Elementary School



2015-16 School Improvement Plan

Tanglewood Elementary School

1620 MANCHESTER BLVD, Fort Myers, FL 33919

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Believe, Learn, Achieve, Succeed, Together through quality processes and continuous progress.

Provide the school's vision statement

To be a world class school system.

School Environment

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

To learn about students' cultures and to build relationships between teachers and students, Tanglewood Elementary holds several events throughout the year, both school-wide and within classrooms.

To learn about students' cultures, several teachers on staff hold a cultural awareness week in which teachers and students investigate the heritages of their class. Additionally, many grade levels do a unit called: Holidays around the world in December which takes students through the diverse celebrations and holidays that are celebrated in conjunction with the more widely known Christmas world wide. Beginning last year, the fourth grade team incorporated their students' native languages in their annual musical, giving a group of Spanish speaking students and a group of Haitian-Creole speaking students the opportunity to share some of their background by using their home language in a school performance.

To build relationships between teachers and students, Tanglewood Elementary begins the year with an Open House, inviting all parents and students to visit the school and get to know the staff and teachers. Throughout the year, events like: Student-led conferences, PTA nights, A.R. celebrations, and other school wide events occur to build the teacher-student relationships further. Additionally, teachers utilize the morning time to greet their students and to check up on them, ensuring that they feel welcomed, safe, and like they have someone at school whom they can trust.

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

Before the bell rings, Tanglewood staff works to make students feel safe and respected. In the morning, parent drop-off, and bus drop-off are carefully monitored to ensure that students make it onto Tanglewood's campus safely. After arrival, students are directed to the cafeteria to enjoy a free breakfast. After breakfast, students make their way to their classroom where they are personally greeted by their teacher, and fellow classmates, and are often even greeted in the hallway on their journey. In the morning, there is also a breakfast club which is a technology driven, tutoring program that assists students in math and reading.

During the school day, teachers and staff make strides to make Tanglewood a safe, welcoming environment. Classrooms are secure when students are present, the office entrance into the school is secured during school hours, and SRO officers are often on campus to further secure the school. After school, there are many extra-curricular activities that students may participate in, such as: violin lessons, choir, safety patrol, garden club, Odyssey of the Mind, book club, book battle, tutoring for grades: 3, 4, and 5, and an affordable after-school program for students who have guardians that work or study late. Each of these activities are sponsored by teachers and staff members who make the choice to stay after school and give students a safe place to learn and play.

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

Tanglewood implements the PBS behavioral system, and beginning in the 2014-2015 school year, began implementing the Stephen Covey's "Leader in Me", which features the 7 Habits of Highly Effective People. These two systems work in tandem to create an environment of independent, proactive, more self-sufficient students and teachers. During the 2015-2016 school year's pre-school week, all teachers were trained in Stephen Covey's 7 Habits of Highly Effective People, as well as Launching Leadership. Training opportunities such as these create a knowledgeable staff who can better serve students.

In addition to these two systems, Tanglewood teachers hold their students to high standards. High expectations of student behavior are expected in the classrooms, in specials, in the hallways, on the bus, and in the cafeteria. PBS and 7 Habit signs enforce these expectations and are seen throughout the school.

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

Tanglewood Elementary takes the social-emotional needs of all students very seriously. By employing a knowledgeable and highly skilled Guidance Counselor (Kim Clement), as well as an MTSS Intervention Specialist (Jen Lusk), Tanglewood is better equipped to meet the needs of every student. Additionally, Tanglewood has become a school that practices inclusion in the last year. In every grade level, there is either a co-teaching classroom, or an ESE representative that carries the case load for Tanglewood's ESE population. This ensures that every accommodation is met.

In grades 2 and 3, guidance is a special that students attend bi-weekly. Our guidance counselor (Kim Clement) takes this time to address issues such as: bullying, building self-esteem, dealing with conflict, team-building, and any other issues that arise throughout the year. For grades K-1 and 4-5, Kim plans a monthly lesson that addresses one or more of these issues and presents these lessons to each class. Weekly, Kim Clement and Jessie Hering (ESE Chair) teach guidance and social skills to our K-5 ESE I.S. classroom.

Outside of the classroom, Kim Clement holds small groups and one on one sessions with students who may be showing behavioral problems in the classroom, who may be going through a difficult time at home, or who just need some extra guidance on how to be successful.

When guidance may not be enough, Tanglewood has also employed a mentor system which pairs a troubled student with a teacher mentor. The teacher mentor will check in on the student on a set basis to see if the student is meeting their goals.

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
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	8	11	12	31
One or more suspensions	17	3	8	10	5	5	48
Course failure in ELA or Math	5	2	0	2	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
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

All students will participate in a 30 minute WINN (What I Need Now) time daily as determined by data collected from STAR/Castle. WINN time will consist of either enrichment or additional academic support in Common Core Standards.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Tanglewood strives daily to build and maintain positive relationships with students and their families. Each year, Tanglewood provides many activities for family and community involvement, these activities include: Student-Led Conferences, PTA monthly meetings, PTA family fun nights, Academic Fairs, A.R. Celebrations, the Holiday House, and an annual silent auction. Teachers also actively pursue school volunteers. They promote the opportunity within the school, the community, and with business partners to bring more support into the school.

All school and classroom events are communicated through ParentLink, conveyed in three mediums: phone call, e-mail and text message. These events are also advertised on Tanglewood's many social media accounts including: Facebook (Tanglewood and Tanglewood PTA), Twitter, the school website and Instagram. Finally, events are also advertised on the school marquee, in classroom and grade-level newsletters and on flyers.

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

Tanglewood has many outreach experts on staff. These staff members extend their hands out to all community members and potential business partners. These skilled staff members have secured many donations of school supplies, items for the annual auction, money for grade-level field trips, giveaways for staff, and much more.

In addition to physical resources, Tanglewood has also secured partnerships with local businesses and community leaders who send volunteers to help out in the classrooms, at events, and in the office. All of these business and community partners are thanked each year with a free breakfast, and gifts from teachers and staff.

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:

Name	Title
Wipf, Sherri	Principal
McBride, Jen	Assistant Principal
Prysi, Marilyn	Teacher, K-12
Kennelly, Starla	Teacher, K-12
Stumpo, Carla	Teacher, K-12
Herchik, Mary	Teacher, K-12
Ippolito, Christina	Teacher, K-12
Bramley, Suzanne	Teacher, K-12
Hering, Jessica	Teacher, ESE
Clement, Kim	Guidance Counselor

Duties

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

For the 2015-2016 school year, our school leadership team consists of six grade level chairs, our principal, assistant principal, an ESE chair, and a guidance counselor.

The roles for the School Leadership Team are as follows:

Principal - Sherri Wipf

It is the principal's responsibility to:

- coordinate professional development training to support teacher achievement.
- support teachers and students with information, training, materials and guidance to achieve success in alignment with the school improvement plan and district expectations.
- ensure a safe environment for students, teachers, and staff.
- recruit, retain and develop an effective and diverse faculty and staff.
- implement the District's adopted curricula and State's adopted academic standards
- engage in data analysis for instructional planning and improvement.
- conduct classroom walk-throughs to monitor fidelity.

Assistant Principal -Jennifer McBride

It is the assistant principal's responsibility to:

- support teachers and students with information, training, materials and guidance to achieve success in alignment with the school improvement plan and district expectations.
- implement Tanglewood's disciplinary plan.

- support mentors and new teachers in the successful completion of Lee County's APPLES program.
- ensure a safe environment for students, teachers, and staff.
- assist in the implementation of the District's adopted curricula and State's adopted academic standards
- assist in establishing and monitoring a school learning environment that improves learning for a diverse student population that is focused on an equitable opportunity for learning.
- conduct classroom walk-throughs to monitor fidelity.

Grade Level Chairs - Marilyn Prysi, Starla Kennelly, Carla Stumpo, Mary Herchik, Christy Ippolito, and Suzanne Bramley

It is a grade level chair's responsibility to:

- serve as a positive role model.
- coordinate grade-level meetings.
- serve as a liaison between administration and faculty.
- provide support for teachers who are new to the district, grade level, or school.
- ensure that the District's academic plan is adhered to.
- delegate grade level tasks.

ESE Chair- Jessie Hering

It is an ESE chair's responsibility to:

- provide support for classroom teachers in meeting IEP and 504 accommodations.
- conduct pull-out and push-in small group support for students with an IEP or 504.
- serve as an ESE advocate.
- provide support for co-teaching classrooms.
- provides support in writing IEPs
- Oversees annual IEP with TWES staff/parents/district.

Guidance Counselor- Kim Clement

It is the guidance counselor's responsibility to:

- act as the lighthouse director for Leader in Me/PBS
- provide responsive services and referrals, such as: individual counseling and behaviors plans, and small group counseling.
- provide whole group developmental lessons for all grade levels.
- provide lessons on bullying prevention.
- collaborate with and support teachers and parents.
- act as the MTSS co-chair, equity and 504 coordinator.
- act as a community outreach liaison for families.

MTSS Intervention Specialist- Jennifer Lusk

It is the MTSS Intervention Specialist's responsibility to:

- coordinate MTSS meetings for current and new plans.
- provides support for classroom teachers and students providing them with: information, training and materials to help support the MTSS process and interventions.
- utilizes CASTLE data and assists classroom teachers with data.

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement.

Additionally, the team assists with the evaluation of the student response to current interventions curricula and school systems.

Funds will be used to support staff for professional development training. Training will be delivered in half-day or a full-day training. Subs will provided and district personnel will support staff to plan for

learning, rigor, and a focus on writing. Professional development will increase student achievement gains school-wide by focusing on teaching and learning. Learning will be monitored during instruction and effectiveness of learning will be monitored during PLC meetings. Instructional staff will meet as a PLC to clarify and focus on what students must learn, gather evidence of student learning, and analyze the data evidence. During this process, each team will focus on the four critical questions to drive their PLC: What is it we expect them to learn?, How will we know when they have learned it?, How will we respond when they don't learn? and How will we respond when they already know it?

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stacey Rice	Teacher
Sherri Wipf	Principal
Patrick Hartig	Business/Community
Florence Russell	Business/Community
Nikki Georgatos	Education Support Employee
Jenifer McBride	Education Support Employee
Maria Acosta	Teacher
Jennifer Lusk	Education Support Employee
Vilma Jimenez-Silva	Teacher
Jamie Musich	Parent
Andrew Evans	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

Development of this school improvement plan

Tanglewood's SAC (School Advisory Council) is a school-based group intended to represent the school, community, and persons closest to the students. Their role in developing the school improvement plan is the responsibility for final decision making at the school, relating to implementation of the annual school improvement plan.

Preparation of the school's annual budget and plan

The school advisory council approves and addresses issues related to the annual budget and plan as presented by the principal.

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

In the 2014-2015 school year, the school improvement funds were allocated for an FSA tutoring program that served the lowest achieving 30% of students in the 4th and 5th grades. \$4,239.38 was allocated for teacher-directors (two full time staff members, four part-time staff members, and two substitute staff members) to run the program and \$985.60 was allocated for supplies, including: reading and writing workbooks.

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:

Name	Title
Prysi, Marilyn	Teacher, K-12
Acosta, Maria	Teacher, K-12
Davis, Gabrielle	Teacher, K-12
Bramley, Suzanne	Teacher, K-12
Valentine, Sue	Administrative Support
Wipf, Sherri	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school by identifying additional literacy resources to support the individual needs of students. The Literacy Leadership Team will provide ongoing professional development for the staff as related to the supporting resources.

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

Tanglewood employs many strategies to encourage positive working relationships. Included in these strategies are: The 7 Habits of Highly Effective People/Leader in Me, an active Sunshine Committee and PLCs. Additionally, Tanglewood encourages a proactive and positive working environment.

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

Tanglewood's strategy to recruit, develop and retain certified, effective teachers includes: meeting on a weekly basis as a grade level, monthly PLC and faculty meetings (some of which provide opportunities to obtain ESE endorsement in-service credits) ongoing professional development training (Thinking Maps, Kagan, Focus, Castle, ELA, Math, Writing, Leader in Me etc...), successfully meeting Lee County's APPLES program requirements, employing a teacher to teacher mentor program, and having a positive, supportive administration and faculty.

Florida State Statute 1012.42 recognizes teachers at times which must be assigned to duties in a class outside of the field in which the teacher is certified. The following teachers at Tanglewood are fully certified but are engaged in training to add the endorsement English for Speakers of Other Languages (ESOL) to their current certificate: Jill Andersen, Jessica Hering, Kristen Lolly, Brittany Mauk, Samantha Huston.

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

Tanglewood follows Lee County's APPLES program for teachers who are new to the county, or who have less than three years of teaching experience. Additionally, Tanglewood employs a teacher to teacher mentoring program for teachers who are new to the school so that they can easily assimilate with Tanglewood culture. Veteran mentors are paired with new teachers based on certification and a difference in grade level or specialty.

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

Tanglewood Elementary utilizes the district adopted data management systems, Performance Matters and Castle. This allows the school comprehensive access to all school and district databases. Thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with tracking of student progress, management of diagnostic, and summative assessment data, and the response of students to implemented interventions. Additionally, Tanglewood school has created a unique data management system housed on the school Sharepoint site that documents student progress and achievement in many areas including Oral Reading Fluency, Comprehension, and Math.

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

In the 2015-2016 school year, Tanglewood Elementary will be utilizing Castle which will pull data from Performance Matters to identify areas of understanding, areas for improvement, and areas for enrichment to further guide differentiated instruction in the classroom. Differentiated instruction will be delivered during WINN (What I Need Now) time.

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

Strategy: Before School Program

Minutes added to school year: 2,500

The lowest achieving 30% of students in the fourth and fifth grades will be invited to meet before school for Breakfast Club to receive instructional support for any curriculum standards with which they may need additional help. Support will occur through technology driven instruction (Compass Learning).

Strategy Rationale

The extra time and support provided during Breakfast Club is designed to improve the educational outcomes for students with academic needs.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gindele, Jan, janetbg@leeschools.net

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

The Leadership team will collectively monitor the bottom 30% with data collected from Performance Matters. The data will determine whether or not the breakfast club is effective and in which direction the instructional time should be utilized.

Strategy: Extended School Day

Minutes added to school year: 1,200

Students who are identified as possible "at risk" for retention attend an after school FSA tutoring for 20 days leading up to the FSA. This after school program re-teaches standards-based curriculum in literacy.

Strategy Rationale

Students who attend this FSA tutoring after school program will see gains in their FSA scores in literacy.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McBride, Jen, jenifermm@leeschools.net

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

Data will be collected as scores from the FSA are released by the state. Data outcomes will be used as a resource for the following year to implement new teaching strategies and improve the program.

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

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include: readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome for the four-year old students who participates in the program is to be able to perform in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs also open lines of communication and encourage cooperation between programs.

Upon entering Kindergarten, students will be administered a screening test to determine readiness. This placement test will give teachers a baseline and parents an understanding of their child's skills/expectations. Parents are contacted via phone and letter for the Kindergarten placement test. Out of county students will also be screened by Tanglewood's curriculum specialist, Sue Valentine for placement.

For outgoing cohorts of students, Tanglewood hosts Lee County middle schools who give a presentation about what to expect in middle school and how to be successful.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** During the 2015-2016 school year the science FCAT score will increase from 59% to 62% (3% increase) as measured by the 2016 science FCAT scores.
- G2.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase at least .2 in the Q12 area of "Hire and Retain the Best Talent" (Question 4 on the Gallup Survey) as measured by the FY16 Gallup Teacher Engagement Survey.

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. During the 2015-2016 school year the science FCAT score will increase from 59% to 62% (3% increase) as measured by the 2016 science FCAT scores. 1a

G074295

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Change in classroom structure to departmentalizing
- Measure Up science book

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

Progress will be monitored through science checks and district science tests.

Person Responsible

Jen McBride

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data collected from science checks and district science tests

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074296

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Training

Targeted Barriers to Achieving the Goal 3

- Untrained in Castle

Plan to Monitor Progress Toward G2. 8

Data will be collected monthly at data meetings.

Person Responsible

Sherri Wipf

Schedule

Monthly, from 11/2/2015 to 6/10/2016

Evidence of Completion

Data will be collected monthly at data meetings.

G3. Teacher engagement will increase at least .2 in the Q12 area of "Hire and Retain the Best Talent" (Question 4 on the Gallup Survey) as measured by the FY16 Gallup Teacher Engagement Survey. **1a**

G074297

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	3.5

Resources Available to Support the Goal **2**

- Sunshine committee
- 7 Habits
- PTA
- Happy Cart

Targeted Barriers to Achieving the Goal **3**

- A lack of time
- A lack of resources

Plan to Monitor Progress Toward G3. **8**

The Gallup Survey.

Person Responsible

Sherri Wipf

Schedule

On 6/10/2016

Evidence of Completion

Data from the Gallup Survey.

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


G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. **1**

 G074296

G2.B1 Untrained in Castle **2**

 B193955

G2.B1.S1 Faculty will attend a training on how to use CASTLE to track their standards. **4**

 S205484

Strategy Rationale

If faculty have the necessary training, then 100% of core subject area teachers can track their standards and progress monitor.

Action Step 1 **5**

100% of teachers will attend a CASTLE training in order to prepare themselves to track standards using CASTLE.

Person Responsible

Sherri Wipf

Schedule

On 1/11/2016

Evidence of Completion

Data will be collected at data meetings and organized in Tanglewood's sharepoint.

Action Step 2 5

100% of teachers will implement their new training into their classrooms and track standards using CASTLE.

Person Responsible

Sherri Wipf

Schedule

Weekly, from 11/2/2015 to 6/10/2016

Evidence of Completion

Data will be collected at data meetings and organized in Tanglewood's sharepoint.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will conduct data meetings to discuss the recorded data results in standards based assessments and fluency.

Person Responsible

Sherri Wipf

Schedule

Monthly, from 11/2/2015 to 6/10/2016

Evidence of Completion

Data will be collected at data meetings, and will also be organized in Tanglewood's sharepoint.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

At data meetings, administration will check to see if teachers understand how to use the program by collecting data found in CASTLE.

Person Responsible

Sherri Wipf

Schedule

Monthly, from 11/2/2015 to 6/10/2016

Evidence of Completion

Data that is entered into CASTLE will be collected.

G3. Teacher engagement will increase at least .2 in the Q12 area of "Hire and Retain the Best Talent" (Question 4 on the Gallup Survey) as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074297

G3.B1 A lack of time 2

B193956

G3.B1.S1 All Faculty will have buckets placed in an easily accessible location (outside of their door, in the cafeteria, in the office etc...) with their names on them. Any member of the Tanglewood family would have the ability to deposit a quick, positive, and encouraging message into someone's bucket, sharing their appreciation for that person. This re-emphasizes the idea of filling buckets, and improves the overall working environment of Tanglewood. 4

S205485

Strategy Rationale

By having buckets that are readily accessible and easily located, all faculty members would have the opportunity to pass along their encouragement, a thank you, or just a positive note. This takes pressure off of administration to be the only ones responsible for praise and recognition and doesn't carve more time out of the already short school day.

Action Step 1 5

All faculty members will practice "filling buckets" by depositing positive, encouraging notes into labeled buckets that are accessible and easily located.

Person Responsible

Erin Sliva

Schedule

Monthly, from 10/5/2015 to 6/10/2016

Evidence of Completion

During faculty meetings that occur once a month, faculty will have the opportunity to take the floor and talk about some of the positive, encouraging notes that they've received. Faculty will also have the opportunity to talk about someone who they wrote a note for, who may have done something that was special, or helped them out. Erin will be responsible to open the floor for this time during the faculty meetings.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

These buckets are public, and highly visible. Anyone will have the opportunity to walk by and see if the strategy is being used. Notes will also be discussed at monthly faculty meetings.

Person Responsible

Erin Sliva

Schedule

Monthly, from 10/5/2015 to 6/10/2016

Evidence of Completion

The notes will be discussed at monthly faculty meetings which is a public, highly visible meeting for all faculty members. It will be at this time that Tanglewood staff will see if the strategy is being used.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Question four on the Gallup Survey will increase if the strategy is effective. Throughout the year, the working environment at Tanglewood should feel more welcoming, and teachers will ultimately be happier as they feel more appreciated for what they do.

Person Responsible

Sherri Wipf

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

At the end of the year, the Gallup Survey will be collected and Tanglewood should show evidence of growth in question four.

G3.B2 A lack of resources 2

B193957

G3.B2.S2 Tanglewood Elementary will take advantage of their partnered community members to receive donations to put towards the Happy Cart. The Happy Cart visits teachers once a month and provides them with a snack as a "thank you". 4

S205487

Strategy Rationale

If Tanglewood faculty feel appreciated, the overall working environment will improve; hence the Gallup Survey score on question four will increase.

Action Step 1 5

Tanglewood will partner with community members to receive donations of either money, or items towards the Happy Cart which will visit teachers once a month to give them a thank you treat.

Person Responsible

Karen Hopkins

Schedule

Monthly, from 10/19/2015 to 6/10/2016

Evidence of Completion

The person responsible will track when the Happy Cart visits Tanglewood to deliver the monthly thank you treats.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

The person responsible will track when the Happy Cart visits Tanglewood to deliver the monthly thank you treats.

Person Responsible

Karen Hopkins

Schedule

Quarterly, from 10/19/2015 to 6/10/2016

Evidence of Completion

The Happy Cart tracking sheet will be collected and stored to show that the strategy is being implemented.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Teachers will take the Gallup Survey.

Person Responsible

Sherri Wipf

Schedule

On 6/10/2016

Evidence of Completion

Question four on the Gallup Survey should show evidence of growth if the strategy is effective.

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
G2.B1.S1.A1	100% of teachers will attend a CASTLE training in order to prepare themselves to track standards using CASTLE.	Wipf, Sherri	10/11/2015	Data will be collected at data meetings and organized in Tanglewood's sharepoint.	1/11/2016 one-time
G3.B1.S1.A1	All faculty members will practice "filling buckets" by depositing positive, encouraging notes into labeled buckets that are accessible and easily located.	Sliva, Erin	10/5/2015	During faculty meetings that occur once a month, faculty will have the opportunity to take the floor and talk about some of the positive, encouraging notes that they've received. Faculty will also have the opportunity to talk about someone who they wrote a note for, who may have done something that was special, or helped them out. Erin will be responsible to open the floor for this time during the faculty meetings.	6/10/2016 monthly
G3.B2.S2.A1	Tanglewood will partner with community members to receive donations of either money, or items towards the Happy Cart which will visit teachers once a month to give them a thank you treat.	Hopkins, Karen	10/19/2015	The person responsible will track when the Happy Cart visits Tanglewood to deliver the monthly thank you treats.	6/10/2016 monthly
G2.B1.S1.A2	100% of teachers will implement their new training into their classrooms and track standards using CASTLE.	Wipf, Sherri	11/2/2015	Data will be collected at data meetings and organized in Tanglewood's sharepoint.	6/10/2016 weekly
G1.MA1	Progress will be monitored through science checks and district science tests.	McBride, Jen	8/24/2015	Data collected from science checks and district science tests	6/10/2016 quarterly
G2.MA1	Data will be collected monthly at data meetings.	Wipf, Sherri	11/2/2015	Data will be collected monthly at data meetings.	6/10/2016 monthly
G2.B1.S1.MA1	At data meetings, administration will check to see if teachers understand how to use the program by collecting data found in CASTLE.	Wipf, Sherri	11/2/2015	Data that is entered into CASTLE will be collected.	6/10/2016 monthly
G2.B1.S1.MA1	Administration will conduct data meetings to discuss the recorded data results in standards based assessments and fluency.	Wipf, Sherri	11/2/2015	Data will be collected at data meetings, and will also be organized in Tanglewood's sharepoint.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	The Gallup Survey.	Wipf, Sherri	6/10/2016	Data from the Gallup Survey.	6/10/2016 one-time
G3.B1.S1.MA1	Question four on the Gallup Survey will increase if the strategy is effective. Throughout the year, the working environment at Tanglewood should feel more welcoming, and teachers will ultimately be happier as they feel more appreciated for what they do.	Wipf, Sherri	10/5/2015	At the end of the year, the Gallup Survey will be collected and Tanglewood should show evidence of growth in question four.	6/10/2016 weekly
G3.B1.S1.MA1	These buckets are public, and highly visible. Anyone will have the opportunity to walk by and see if the strategy is being used. Notes will also be discussed at monthly faculty meetings.	Sliva, Erin	10/5/2015	The notes will be discussed at monthly faculty meetings which is a public, highly visible meeting for all faculty members. It will be at this time that Tanglewood staff will see if the strategy is being used.	6/10/2016 monthly
G3.B2.S2.MA1	Teachers will take the Gallup Survey.	Wipf, Sherri	1/4/2016	Question four on the Gallup Survey should show evidence of growth if the strategy is effective.	6/10/2016 one-time
G3.B2.S2.MA1	The person responsible will track when the Happy Cart visits Tanglewood to deliver the monthly thank you treats.	Hopkins, Karen	10/19/2015	The Happy Cart tracking sheet will be collected and stored to show that the strategy is being implemented.	6/10/2016 quarterly

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.

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 Untrained in Castle

G2.B1.S1 Faculty will attend a training on how to use CASTLE to track their standards.

PD Opportunity 1

100% of teachers will implement their new training into their classrooms and track standards using CASTLE.

Facilitator

Jennifer McBride, Jennifer Lusk, and Stacey Rice

Participants

Tanglewood Faculty

Schedule

Weekly, from 11/2/2015 to 6/10/2016

Technical Assistance Items

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

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 Untrained in Castle

G2.B1.S1 Faculty will attend a training on how to use CASTLE to track their standards.

PD Opportunity 1

100% of teachers will attend a CASTLE training in order to prepare themselves to track standards using CASTLE.

Facilitator

Jennifer McBride, Jennifer Lusk, and Stacey Rice

Participants

Tanglewood Faculty

Schedule

On 1/11/2016

Budget

Budget Data

1	G2.B1.S1.A1	100% of teachers will attend a CASTLE training in order to prepare themselves to track standards using CASTLE.	\$0.00
2	G2.B1.S1.A2	100% of teachers will implement their new training into their classrooms and track standards using CASTLE.	\$0.00
3	G3.B1.S1.A1	All faculty members will practice "filling buckets" by depositing positive, encouraging notes into labeled buckets that are accessible and easily located.	\$0.00
4	G3.B2.S2.A1	Tanglewood will partner with community members to receive donations of either money, or items towards the Happy Cart which will visit teachers once a month to give them a thank you treat.	\$0.00
Total:			\$0.00