

Tropic Isles Elementary School



2015-16 School Improvement Plan

Tropic Isles Elementary School

5145 ORANGE GROVE BLVD, North Fort Myers, FL 33903

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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

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 an 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 or will participate 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:

Name	Title
Adams, Alane	Principal
Ziruolo, Debbie	Teacher, K-12

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 school-wide intervention program, 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:

Name	Stakeholder Group
Alane Adams	Principal
Anna Willn	Education Support Employee
Heather Evans	Business/Community
Lisa Kleinow	Parent
Debbie Ziruolo	Teacher
Amanda Peck	Parent
Yecksenia Greene	Parent
David Montrose	Parent
	Student
Kristina Collett	Parent
	Student

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:

Name	Title
Adams, Alane	Principal
Ziruolo, Debbie	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

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

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:

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.** 77% of all students (counted for VAM scores) in K-5 will be proficient in Reading as measured by the end of Year STAR Reading data.
- G2.** 100% of core subject areas 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 expectations 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. 77% of all students (counted for VAM scores) in K-5 will be proficient in Reading as measured by the end of Year STAR Reading data. **1a**

Targets Supported

1b

 **G074392**

Indicator	Annual Target
AMO Reading - All Students	80.0

Resources Available to Support the Goal **2**

- Mentor teachers
- Monthly support meetings
- team time/common planning
- Grade level support

Targeted Barriers to Achieving the Goal **3**

- Tropic Isles has 10 new Apple Teachers.

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

 G074393

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- Resource Teachers
- Teacher Leaders
- Professional Development

Targeted Barriers to Achieving the Goal 3

- Lack of program knowledge and understanding

G3. Teacher engagement will increase at least .2% in the Q12 area of expectations as measured by the FY16 Gallup Teacher Engagement Survey. 1a

 G074394

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	0.2

Resources Available to Support the Goal 2

- Professional Development
- School Based Leadership Team
- TIF Grant-Teacher Leaders
- Instructional Coaches
- Academic Plans

Targeted Barriers to Achieving the Goal 3

- The administration of the school has changed.
- Evolving assessment requirements
- Teachers new to the school and/or new to grade level

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. 77% of all students (counted for VAM scores) in K-5 will be proficient in Reading as measured by the end of Year STAR Reading data. **1**

 **G074392**

G1.B1 Tropic Isles has 10 new Apple Teachers. **2**

 **B194208**

G1.B1.S1 Monthly meetings focused on specific subjects to support classroom instruction **4**

 **S205730**

Strategy Rationale

Help teachers become familiar with the academic plan, curriculum, backwards design and culture of the school.

Action Step 1 **5**

Survey needs of new teachers

Person Responsible

Debbie Ziruolo

Schedule

On 8/14/2015

Evidence of Completion

Survey results

Action Step 2 5

Create a calendar of meetings and topics

Person Responsible

Debbie Ziruolo

Schedule

On 8/17/2015

Evidence of Completion

See Attachment

Action Step 3 5

Hold monthly meetings for Apple Teachers

Person Responsible

Debbie Ziruolo

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Agenda

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

Classroom Walk-through / observations

Person Responsible

Alane Adams

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teachers will be utilizing strategies learned and be an active participant in PLC and common planning

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

Monitor STAR data

Person Responsible

Alane Adams

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Data for Apple's teachers

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

 G074393

G2.B1 Lack of program knowledge and understanding 2

 B194210

G2.B1.S1 Staff members will be trained on the use of the CASTLE program. 4

 S205731

Strategy Rationale

A full understanding of the program is essential to successful standards tracking.

Action Step 1 5

Staff members will participate in professional development focused on the CASTLE program.

Person Responsible

Debbie Ziruolo

Schedule

Every 2 Months, from 10/1/2015 to 6/1/2016

Evidence of Completion

Evidence will be collected during PLC observations as well as monitoring teacher account usage.

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

Person Responsible

Alane Adams

Schedule

Annually, from 10/1/2015 to 6/3/2016

Evidence of Completion

Evidence collected will include sign-in sheets and professional development agendas

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

Person Responsible

Alane Adams

Schedule

Quarterly, from 10/1/2015 to 6/3/2016


Evidence of Completion

Observation, student grades

G3. Teacher engagement will increase at least .2% in the Q12 area of expectations as measured by the FY16 Gallup Teacher Engagement Survey. 1

 G074394

G3.B1 The administration of the school has changed. 2

 B194211

G3.B1.S1 The administration and school leadership team will collaborate to create process documents to define and clarify school-wide process expectations. 4

 S205733

Strategy Rationale

The creation of process documents will ensure that staff members have input and understand process expectations.

Action Step 1 5

The administration and school leadership team will collaborate to create process documents to define and clarify school-wide process expectations.

Person Responsible

Alane Adams


Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Evidence of understanding and follow through will be collected during classroom walk-throughs, school-wide observations, and leadership team surveys/

G3.B2 Evolving assessment requirements 2

 B194212

G3.B2.S1 The school's special schedule has been adjusted to add 10 more minutes of planning time daily for all teachers. 4

 S205734

Strategy Rationale

The additional time for planning and collaboration will allow teams to review evolving assessment requirements and plan activities to best meet the needs of all students.

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/Rtl 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

Alane Adams

Schedule

Weekly, from 8/27/2015 to 6/10/2016

Evidence of Completion

Alane Adams

G3.B3 Teachers new to the school and/or new to grade level 2

B194213

G3.B3.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

S205735

Strategy Rationale

Collaboration among peers will provide opportunities for clarification.

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

Debbie Ziruolo

Schedule

Monthly, from 8/17/2015 to 6/10/2016

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.

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	Survey needs of new teachers	Ziruolo, Debbie	8/14/2015	Survey results	8/14/2015 one-time
G2.B1.S1.A1	Staff members will participate in professional development focused on the CASTLE program.	Ziruolo, Debbie	10/1/2015	Evidence will be collected during PLC observations as well as monitoring teacher account usage.	6/1/2016 every-2-months
G3.B1.S1.A1	The administration and school leadership team will collaborate to create process documents to define and clarify school-wide process expectations.	Adams, Alane	8/17/2015	Evidence of understanding and follow through will be collected during classroom walk-throughs, school-wide observations, and leadership team surveys/	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.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.	Adams, Alane	8/27/2015	Alane Adams	6/10/2016 weekly
G3.B3.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	Ziruolo, Debbie	8/17/2015	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.	6/10/2016 monthly
G1.B1.S1.A2	Create a calendar of meetings and topics	Ziruolo, Debbie	8/17/2015	See Attachment	8/17/2015 one-time
G1.B1.S1.A3	Hold monthly meetings for Apple Teachers	Ziruolo, Debbie	9/1/2015	Agenda	6/9/2016 monthly
G1.B1.S1.MA1	Monitor STAR data	Adams, Alane	8/17/2015	Data for Apple's teachers	6/9/2016 monthly
G1.B1.S1.MA1	Classroom Walk-through / observations	Adams, Alane	8/24/2015	Teachers will be utilizing strategies learned and be an active participant in PLC and common planning	6/9/2016 weekly
G2.B1.S1.MA1	[no content entered]	Adams, Alane	10/1/2015	Observation, student grades	6/3/2016 quarterly
G2.B1.S1.MA1	[no content entered]	Adams, Alane	10/1/2015	Evidence collected will include sign-in sheets and professional development agendas	6/3/2016 annually

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. 77% of all students (counted for VAM scores) in K-5 will be proficient in Reading as measured by the end of Year STAR Reading data.

G1.B1 Tropic Isles has 10 new Apple Teachers.

G1.B1.S1 Monthly meetings focused on specific subjects to support classroom instruction

PD Opportunity 1

Create a calendar of meetings and topics

Facilitator

Participants

Schedule

On 8/17/2015

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

G2.B1 Lack of program knowledge and understanding

G2.B1.S1 Staff members will be trained on the use of the CASTLE program.

PD Opportunity 1

Staff members will participate in professional development focused on the CASTLE program.

Facilitator

Debbie Ziruolo, Helen Lundy

Participants

Administration and staff

Schedule

Every 2 Months, from 10/1/2015 to 6/1/2016

G3. Teacher engagement will increase at least .2% in the Q12 area of expectations as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B2 Evolving assessment requirements

G3.B2.S1 The school's special schedule has been adjusted to add 10 more minutes of planning time daily for all teachers.

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

Alane Adams, PD trainers

Participants

Administration and staff

Schedule

Weekly, from 8/27/2015 to 6/10/2016

G3.B3 Teachers new to the school and/or new to grade level

G3.B3.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

Debbie Ziruolo

Participants

Administration and staff

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Survey needs of new teachers	\$0.00
2	G1.B1.S1.A2	Create a calendar of meetings and topics	\$0.00
3	G1.B1.S1.A3	Hold monthly meetings for Apple Teachers	\$0.00
4	G2.B1.S1.A1	Staff members will participate in professional development focused on the CASTLE program.	\$0.00
5	G3.B1.S1.A1	The administration and school leadership team will collaborate to create process documents to define and clarify school-wide process expectations.	\$0.00
6	G3.B2.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/Rtl 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.	\$0.00
7	G3.B3.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	\$0.00
Total:			\$0.00