The School District of Lee County

Tice Elementary School

2015-16 School Improvement Plan

Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

http://tic.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

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

*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

To facilitate high achievement for all students in a safe learning environment through an effective and efficient operation.

Provide the school's vision statement

To prepare every student for success.

School Environment

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

Relationships between teachers and students are built through a variety of processes, including parent involvement activities, as well as student clubs and organizations facilitated by staff members. Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings are held to ensure stakeholders are informed of school-wide initiatives and involved in the decision making process. During the 2014-2015 school year Tice Elementary will have at least four meetings to review School Improvement, Baseline, Mid-Year and End of Year data.

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

Tice Elementary creates an environment where students feel safe and respected before, during and after school through various clubs and mentor programs. A mentor program pairs students with an adult that checks in on them regularly. During school hours administrators are present through out the school, conducting classroom walk through's as well as facilitating drop off and pick-up processes.

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

In order to minimize distractions and keep students engaged during instructional time, each classroom creates a Mission Statements. The Mission Statements provide clear behavioral expectations for all students. Disciplinary incidents are handled based on the School District of Lee County Code of Conduct book for students.

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

The MTSS Problem-Solving team at Tice Elementary School meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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/183182.

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

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 through involvement in PTA meetings, SAC meetings, and school sponsored events. Community partners donate school supplies for use by students to help increase student achievement.

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
Amaya, Ronda	Principal
Kane, Arlene	Assistant Principal
Hogan, Stephanie	Instructional Coach
Hodges, Marianne	Instructional Coach

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in an MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students

receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP
paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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 Problem-Solving team at Tice Elementary School meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
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
Ronda Amaya	Principal
Bob Sorenson	Business/Community
Leonardo Garcia	Business/Community
Marianne Hodges	Parent
Stephanie Hogan	Parent
Sharon Brooks	Teacher
Yasmin Gallo	Education Support Employee
Marta Agobian Goepel	Business/Community

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

The SAC committee will review data from the 2015-2016 Tice Elementary School Improvement plan as to student achievement and learning gains of all students. Predicted goals will be compared against actual performance outcomes.

Development of this school improvement plan

The SAC committee will review data from the previous school year and assist in determining goals for the current school year. They will vote to approve the SIP and will be involved in updating the SIP plan at scheduled meetings. Data will be shared and disagragated as a form of monitoring progress toward achieving the school wide goal of increasing student achievement.

Preparation of the school's annual budget and plan

School Leadership members develop and implement the budget and planning as is necessary for the demographics of the school. Budgeting 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

Supplies $4401.99
Supplemental Contracts $185.00
Other Purchases $658.00
Dues and Fees $2164.00
Use of the school improvement funds will be for purposes of increasing student achievement in reading and math.

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
Amaya, Ronda	Principal
Kane, Arlene	Assistant Principal
Hogan, Stephanie	Instructional Coach
Hodges, Marianne	Instructional Coach
Ballard, Marcile	Instructional Technology
Brooks, Sharon	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT meets with administration on a weekly basis. Each member reports out on the progress of his/her assigned grade level and/or subject area. Professional development and support are consistent items on the agenda. Administration often shares information to be disseminated to grade levels.
The major initiatives of the LLT this year include providing professional development and support to staff (in the areas of higher order thinking, differentiated instruction, and questioning techniques), implementation of the Florida Standards, and continued growth of PLCs to drive instruction for student achievement.

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

Tice Elementary will use collaborative PLCs as a means of encouraging positive working relationships between teachers and staff. Teachers have a common planning time with members of their grade level

to help with collaborative planning to improve student achievement. Common planning time allows for data driven instructional planning to serve the various needs of each student.

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

Every effort is made to recruit and retain highly qualified, certified-in-field, effctive teachers to the school as administration attends recruitment fairs and maintains on-going relationships with local colleges and universities. Interns are encouraged to work with experienced teachers in an effort to develop teaching skills and be observed for possible future teaching positions.

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

Beginning teachers are paired with veteran teachers for mentoring as part of the Lee County School District Apples program. The team meets weekly to discuss effective
strategies and data analysis. Mentors also models lessons and sest aside time to observe mentee and give
feedback. Mentor/mentee logs are maintained for both reflective and accountable purposes.
Teams are paired based on grade level and/or team. For example, a new kindergarten teacher will be paired with a veteran kindergarten tacher. A new ESE teacher will be paired with a veteran ESE teacher. Teams also meet with administration to dicuss expectations and progress toward mastery of those expectations.

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

Teacher lesson plans are aligned to the District Academic Plan which are monitored by school administrators. In addition, school administration conducts classroom walk throughs to ensure alignment. Core instructional materials are distributed from the District, after having been adopted through District process.

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 used to provide and differentiate instruction to meet the diverse needs of students through the PLC process. Instruction is modified through the school-wide intervention plan to meet the needs of all students. The school-wide intervention plan is a fluid process based on current student data to address the individual needs of each student.

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: 3,000

Before and after school programs focusing on reading, math, science and writing.

Strategy Rationale

Extended day services provide additional support and instruction in core academics to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hodges, Marianne, mariannneeh@leeschools.net

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

STAR Reading, Math and Science district assessments, end of the year state assessments.

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

Orientation meetings are held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations of the coming year.
Curriculum nights are held by grade levels to ensure families are aware of the curriculum and expectations for the students.
Students are assessed prior to or upon entering kindergarten within the areas of Basic Skills/school Readiness, Oral Language, Concepts of Print, and Phonological Awareness. Data is used to plan daily academic and social/emotional instruction for students.

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. 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. Teacher engagement will increase at least .2% in the Q12 area of Q10, I have a best friend at work 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. 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`

🔍 G074404

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Professional Development for teachers to learn the CASTLE program.

- Professional Development for teachers to learn and understand effective use of Standards Tracking as a means of improving student achievement.

- Adjusted schedule to provide for additional time for teachers to collaborate through weekly PLC meetings.

Targeted Barriers to Achieving the Goal `3`

- Teachers are not familiar with the CASTLE program.

- Using PLC teacher collaborative time effectively, analyzing data to drive instruction

Plan to Monitor Progress Toward G1. `8`

PLC Agendas and minutes will be used to analyze teacher collaborative efforts for standards tracking and CASTLE progress monitoring

Person Responsible

Arlene Kane

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

CASTLE Standards tracking system usage, agendas, minutes, student data

G2. Teacher engagement will increase at least .2% in the Q12 area of Q10, I have a best friend at work as measured by the FY16 Gallup Teacher Engagement Survey. 1a

🔍 G074405

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	80.0
Math Gains	71.0
Math Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- personnel (district support, coaches, TIF teachers, paraprofessionals)

- new teacher mentoring program

- professional development opportunities

- schedules

Targeted Barriers to Achieving the Goal 3

- routine engagement in instructional best practices

- need for additional professional development and/or increased participation in PD opportunities

Plan to Monitor Progress Toward G2. 8

Examine student data

Person Responsible

Ronda Amaya

Schedule

Quarterly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Data reports demonstrating an increase in the percentage of students making gains

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. 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]

🔑 G074404

G1.B1 Teachers are not familiar with the CASTLE program. [2]

🔑 B194227

G1.B1.S1 Use the collaborative PLC time to help teachers become familiar with the Standards Tracker and the CASTLE system. [4]

🔑 S205749

Strategy Rationale

Administration adjusted the schedule so that teachers have a longer period of time to work together and learn the Standards Tracking system.

Action Step 1 [5]

Teachers will receive training to be able to use CASTLE effectively and efficiently for data analysis and to drive instruction in order to improve student achievement.

Person Responsible

Marianne Hodges

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Individual classroom as well as grade level student data.

G1.B2 Using PLC teacher collaborative time effectively, analyzing data to drive instruction 2

B194228

G1.B2.S1 Teacher training on the CASTLE program 4

S205750

Strategy Rationale

To increase teacher knowledge of the standards tracking system being implemented throughout the Lee County School District

Action Step 1 5

Teachers will be trained to utilize the CASTLE program during PLC meetings to analyze student data and drive instruction.

Person Responsible

Marianne Hodges

Schedule

Quarterly, from 10/26/2015 to 5/27/2016

Evidence of Completion

G2. Teacher engagement will increase at least .2% in the Q12 area of Q10, I have a best friend at work as measured by the FY16 Gallup Teacher Engagement Survey. `1`

`G074405`

G2.B1 routine engagement in instructional best practices `2`

`B194229`

G2.B1.S1 Use coaches, TIF teachers, resource teachers, and district personnel to model instructional best practices. `4`

`S205751`

Strategy Rationale

Action Step 1 `5`

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for second grade teachers.

Person Responsible

Marcile Ballard

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 2 `5`

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for teachers with ESE students.

Person Responsible

Sharon Brooks

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 3 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for Kindergarten and first grade teachers.

Person Responsible

Stephanie Hogan

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 4 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for third grade teachers.

Person Responsible

Marianne Hodges

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 5 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fourth grade teachers.

Person Responsible

Stephanie Hogan

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 6 [5]

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fifth grade teachers.

Person Responsible

Arlene Kane

Schedule

Weekly, from 9/4/2014 to 5/15/2015

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

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

Agenda

Person Responsible

Ronda Amaya

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Minutes from meeting, coaches logs, classroom walk throughs

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

Classroom observations focusing on instructional best practices

Person Responsible

Dwayne Courtney

Schedule

Quarterly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Classroom walk throughs

G2.B1.S2 Engage in regular PLC, data-driven discussions to identify successful instructional practices. 4

Strategy Rationale

S205752

Action Step 1 5

Teachers will engage in meetings to review and discuss student data and progress toward mastery of benchmarks. Successful instructional strategies will be identified and shared with the team. Plans for reteaching will utilize successful practices.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

student data, lesson plans for reteaching

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Agendas and minutes from weekly meetings will be posted on SharePoint and reviewed for progress and implementation

Person Responsible

Ronda Amaya

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

administration will maintain a record of reviews

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data for students who achieve mastery, or show improvement, after reteaching of benchmark and subsequent assessment.

Person Responsible

Ronda Amaya

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

agenda item and minutes of LLT meetings with administration's comments about effectiveness of reteaching and reassessing students

G2.B2 need for additional professional development and/or increased participation in PD opportunities 2

B194230

G2.B2.S1 Survey teachers for professional development needs. 4

S205753

Strategy Rationale

Action Step 1 5

The faculty will be given a survey asking for input on professional development needs and requests.

Person Responsible

Arlene Kane

Schedule

Quarterly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Results of the survey will be analyzed

Person Responsible

Ronda Amaya

Schedule

Quarterly, from 10/15/2015 to 5/27/2016

Evidence of Completion

Agenda and minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Use results to plan professional development

Person Responsible

Arlene Kane

Schedule

Quarterly, from 10/15/2015 to 5/27/2016

Evidence of Completion

schedule of professional development

G2.B2.S2 Continue professional development in building collaborative relationships, questioning and using quality tools. 4

🔑 S205754

Strategy Rationale

Action Step 1 5

Provide professional development in building collaborative relationships through Choosing Excellence

Person Responsible

Stephanie Hogan

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Completion of professional development opportunity In-service records

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Evidence of completion of professional development

Person Responsible

Stephanie Hogan

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Agenda and minutes of weekly LLT meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

observe classrooms looking for implementation of the professional development focus

Person Responsible

Ronda Amaya

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

classroom walk through notes

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	Teachers will receive training to be able to use CASTLE effectively and efficiently for data analysis and to drive instruction in order to improve student achievement.	Hodges, Marianne	9/1/2015	Individual classroom as well as grade level student data.	6/3/2016 monthly
G1.B2.S1.A1	Teachers will be trained to utilize the CASTLE program during PLC meetings to analyze student data and drive instruction.	Hodges, Marianne	10/26/2015		5/27/2016 quarterly
G2.B1.S1.A1	Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for second grade teachers.	Ballard, Marcile	9/4/2014	Intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G2.B1.S2.A1	Teachers will engage in meetings to review and discuss student data and progress toward mastery of benchmarks. Successful instructional strategies will be identified and shared with the team. Plans for reteaching will utilize successful practices.		9/2/2014	student data, lesson plans for reteaching	5/22/2015 weekly
G2.B2.S1.A1	The faculty will be given a survey asking for input on professional development needs and requests.	Kane, Arlene	9/1/2015	Survey results	5/27/2016 quarterly
G2.B2.S2.A1	Provide professional development in building collaborative relationships through Choosing Excellence	Hogan, Stephanie	9/30/2015	Completion of professional development opportunity In-service records	5/27/2016 monthly
G2.B1.S1.A2	Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for teachers with ESE students.	Brooks, Sharon	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G2.B1.S1.A3	Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for Kindergarten and first grade teachers.	Hogan, Stephanie	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G2.B1.S1.A4	Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for third grade teachers.	Hodges, Marianne	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G2.B1.S1.A5	Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fourth grade teachers.	Hogan, Stephanie	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G2.B1.S1.A6	Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fifth grade teachers.	Kane, Arlene	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/15/2015 weekly
G1.MA1	PLC Agendas and minutes will be used to analyze teacher collaborative efforts for standards tracking and CASTLE progress monitoring	Kane, Arlene	9/8/2015	CASTLE Standards tracking system usage, agendas, minutes, student data	5/27/2016 monthly
G2.MA1	Examine student data	Amaya, Ronda	9/30/2015	Data reports demonstrating an increase in the percentage of students making gains	5/27/2016 quarterly
G2.B1.S1.MA1	Classroom observations focusing on instructional best practices	Courtney, Dwayne	9/2/2014	Classroom walk throughs	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Agenda	Amaya, Ronda	9/4/2014	Minutes from meeting, coaches logs, classroom walk throughs	5/29/2015 monthly
G2.B2.S1.MA1	Use results to plan professional development	Kane, Arlene	10/15/2015	schedule of professional development	5/27/2016 quarterly
G2.B2.S1.MA1	Results of the survey will be analyzed	Amaya, Ronda	10/15/2015	Agenda and minutes	5/27/2016 quarterly
G2.B1.S2.MA1	Data for students who achieve mastery, or show improvement, after reteaching of benchmark and subsequent assessment.	Amaya, Ronda	9/2/2014	agenda item and minutes of LLT meetings with administration's comments about effectiveness of reteaching and reassessing students	5/29/2015 monthly
G2.B1.S2.MA1	Agendas and minutes from weekly meetings will be posted on SharePoint and reviewed for progress and implementation	Amaya, Ronda	9/2/2014	administration will maintain a record of reviews	5/29/2015 monthly
G2.B2.S2.MA1	observe classrooms looking for implementation of the professional development focus	Amaya, Ronda	9/2/2014	classroom walk through notes	5/22/2015 monthly
G2.B2.S2.MA1	Evidence of completion of professional development	Hogan, Stephanie	9/2/2014	Agenda and minutes of weekly LLT meetings	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 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.

G1.B2 Using PLC teacher collaborative time effectively, analyzing data to drive instruction

G1.B2.S1 Teacher training on the CASTLE program

PD Opportunity 1

Teachers will be trained to utilize the CASTLE program during PLC meetings to analyze student data and drive instruction.

Facilitator

Marianne Hodges

Participants

Admin, Classroom teachers

Schedule

Quarterly, from 10/26/2015 to 5/27/2016

G2. Teacher engagement will increase at least .2% in the Q12 area of Q10, I have a best friend at work as measured by the FY16 Gallup Teacher Engagement Survey.

G2.B1 routine engagement in instructional best practices

G2.B1.S1 Use coaches, TIF teachers, resource teachers, and district personnel to model instructional best practices.

PD Opportunity 1

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fourth grade teachers.

Facilitator

Stephanie Hogan

Participants

Classroom teachers

Schedule

Weekly, from 9/4/2014 to 5/29/2015

G2.B2 need for additional professional development and/or increased participation in PD opportunities

G2.B2.S2 Continue professional development in building collaborative relationships, questioning and using quality tools.

PD Opportunity 1

Provide professional development in building collaborative relationships through Choosing Excellence

Facilitator

Ballard- Kindergarten Brooks - 1st Grade Ballard - 2nd Grade Eichbauer - 3rd Grade Hogan - 4th Grade Hodges - 5th Grade

Participants

Classroom teachers

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Technical Assistance Items

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

G1. 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.

G1.B1 Teachers are not familiar with the CASTLE program.

G1.B1.S1 Use the collaborative PLC time to help teachers become familiar with the Standards Tracker and the CASTLE system.

PD Opportunity 1

Teachers will receive training to be able to use CASTLE effectively and efficiently for data analysis and to drive instruction in order to improve student achievement.

Facilitator

Marianne Hodges

Participants

All teachers

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Teachers will receive training to be able to use CASTLE effectively and efficiently for data analysis and to drive instruction in order to improve student achievement.**	$0.00
2	G1.B2.S1.A1	**Teachers will be trained to utilize the CASTLE program during PLC meetings to analyze student data and drive instruction.**	$0.00
3	G2.B1.S1.A1	**Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for second grade teachers.**	$0.00
4	G2.B1.S1.A2	**Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for teachers with ESE students.**	$0.00
5	G2.B1.S1.A3	**Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for Kindergarten and first grade teachers.**	$0.00
6	G2.B1.S1.A4	**Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for third grade teachers.**	$0.00
7	G2.B1.S1.A5	**Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fourth grade teachers.**	$0.00

Budget Data

8	G2.B1.S1.A6	Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for fifth grade teachers.	$0.00
9	G2.B1.S2.A1	Teachers will engage in meetings to review and discuss student data and progress toward mastery of benchmarks. Successful instructional strategies will be identified and shared with the team. Plans for reteaching will utilize successful practices.	$0.00
10	G2.B2.S1.A1	The faculty will be given a survey asking for input on professional development needs and requests.	$0.00
11	G2.B2.S2.A1	Provide professional development in building collaborative relationships through Choosing Excellence	$0.00
		Total:	$0.00