Tice Elementary School

2016-17 Schoolwide Improvement Plan

Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

http://tic.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	C

*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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Tice Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To prepare every student for success.

2. School Environment

a. 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 2016-2017 school year Tice Elementary will have at least four meetings to review School Improvement, Baseline, Mid-Year and End of Year data.

b. 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.

c. 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.

d. 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.

3. 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).

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/317071.

2. Description

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

2. 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.

C. 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).

1. School Leadership Team

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

Name	Title
Amaya, Ronda	Principal
Kane, Arlene	Assistant Principal
Moreland, Stephanie	Teacher, K-12
LaMotta, Ana	Teacher, K-12
Ballard, Marcile	Instructional Coach
Brooks, Sharon	Teacher, ESE

b. Duties

1. 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

2. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ronda Amaya	Principal
Bob Sorenson	Business/Community
Leonardo Garcia	Business/Community
Stephanie Hogan	Teacher
Yasmin Gallo	Education Support Employee
Marta Agobian Goepel	Business/Community
Ana LaMotta	Teacher
Rita Chambers	Education Support Employee
Angela Ireland	Teacher
Cecilia Galvan	Parent
Casey McConnell	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Supplies $4121.01
Supplemental Contracts $185.46
Other Purchases $3826.40
Dues and Fees $221.10
Use of the school improvement funds will be for purposes of increasing student achievement in reading and math.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Amaya, Ronda	Principal
Kane, Arlene	Assistant Principal
Moreland, Stephanie	Instructional Coach
Ballard, Marcile	Instructional Technology
Brooks, Sharon	Teacher, ESE
LaMotta, Ana	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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, effective 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.

3. 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 sets 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 through the Oncourse lesson plan system. 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.

b. Instructional Strategies

1. 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. Teachers meet with their grade level once a week for a PLC meeting and once a month with administration. Progress monitoring occurs through the Renaissance Place STAR program and reports in the core subject areas of Reading and Math. 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.

2. 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
LaMotta, Ana, anaml@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 progress monitoring assessments, end of the year state assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Tice Elementary will increase proficiency levels in grades 3-5 as measured by the FSA ELA Assessment for the 16-17 school year.

G2.   Tice Elementary will increase school safety as measured by the 2016-2017 OSS and Incident reports.

Strategic Goals Detail

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

G1. Tice Elementary will increase proficiency levels in grades 3-5 as measured by the FSA ELA Assessment for the 16-17 school year. `1a`

🔍 G082834

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal `3`

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

- Large population of ESOL students

Resources Available to Help Reduce or Eliminate the Barriers `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.

- WIDA student data used to create small group instructional literacy groups

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Arlene Kane

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Agendas, Minutes, WIDA Standards Tracking Forms, STAR Progress Monitoring Reports, Excel Spreadsheets, student data

G2. Tice Elementary will increase school safety as measured by the 2016-2017 OSS and Incident reports.
1a

🔍 G082835

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	125.0
One or More Suspensions	7.0

Targeted Barriers to Achieving the Goal 3

- No Behavioral Intervention Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development opportunities

- TEACH certified staff

- Choosing Excellence strategies

- Student Referrals

- Leadership Team

- Parent Involvement Opportunities

Plan to Monitor Progress Toward G2. 8

Examine OSS and Incident Reports

Person Responsible
Ronda Amaya

Schedule
Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Data reports demonstrating a decrease in student behavior incidents and OSS.

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. Tice Elementary will increase proficiency levels in grades 3-5 as measured by the FSA ELA Assessment for the 16-17 school year. 1

🔑 G082834

G1.B1 Using PLC teacher collaborative time effectively, analyzing data to drive instruction 2

🔑 B219543

G1.B1.S1 Progress monitoring of STAR Reading data during grade level PLC meetings. 4

🔑 S231886

Strategy Rationale

To increase teacher knowledge of student performance in order to utilize differentiated methods of instruction to meet the needs of all learners.

Action Step 1 5

Teachers will track student data after administration of each STAR test during the 2016-2017 school year.

Person Responsible

Arlene Kane

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC agendas, PLC minutes, Excel Progress Monitoring Sheets, STAR Screening Report

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

PLC minutes, agendas, and Excel Sheets posted and updated on the Tice share folder

Person Responsible

Ronda Amaya

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Monthly checks by administration to ensure grade level agendas and minutes are reflective of data-based discussions and decisions

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

Students will be grouped for (WIN) intervention based on their individual reading data.

Person Responsible

Ronda Amaya

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

STAR Screening Report and Instructional Planning Report from Renaissance Place

G1.B2 Large population of ESOL students 2

🔑 B219544

G1.B2.S1 Teacher training on accessing student WIDA reports. 4

🔑 S231887

Strategy Rationale

To increase teacher knowledge of the WIDA standards and scores that the Lee County School District is currently using.

Action Step 1 5

Teachers will be trained to utilize the WIDA standards framework during PLC meetings and a staff meeting to analyze student data and drive instruction.

Person Responsible

Ana LaMotta

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

PLC agendas, PLC minutes, teachers will sign in to receive inservice point credit.

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

PLC minutes and agendas posted to the Tice share folder

Person Responsible

Ronda Amaya

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Monthly checks by administration to ensure grade level agendas and minutes are reflective of data-based discussions and decisions

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

Lesson plans will be reflective of student grouping and instruction based on WIDA data results

Person Responsible

Arlene Kane

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans will identify small group instruction for students and instruction based on the 4 language domains of WIDA

G2. Tice Elementary will increase school safety as measured by the 2016-2017 OSS and Incident reports. `1`
🔍 G082835

G2.B2 No Behavioral Intervention Support `2`
🔍 B219546

G2.B2.S1 All ESE and Administration will be TEACH trained as well as using the Choosing Excellence model and questioning strategies. `4`
🔍 S231888

Strategy Rationale

These strategies will be used according to the situation as a preemptive to de-escalate behaviors.

Action Step 1 `5`

Members of the ESE and administration will enroll in or renew TEACH training.

Person Responsible

Ronda Amaya

Schedule

On 12/30/2016

Evidence of Completion

Inservice record reports, Peoplesoft,

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

Classroom Walkthroughs for Domain 2

Person Responsible

Ronda Amaya

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teacher evaluations will be reflective of a rating of effective or highly effective in stopping misconduct by using effective and appropriate techniques.

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

Implementation of Choosing Excellence Strategies in all classrooms

Person Responsible

Arlene Kane

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

NEAF Basic Needs Charts, Student input in creating class rules, Questioning techniques used with students prior to escalation of behavior

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.A1 🔑 A296528	Members of the ESE and administration will enroll in or renew TEACH training.	Amaya, Ronda	9/1/2016	Inservice record reports, Peoplesoft,	12/30/2016 one-time
G1.MA1 🔑 M299876	PLC Agendas and minutes will be used to analyze teacher collaborative efforts for standards...	Kane, Arlene	8/15/2016	Agendas, Minutes, WIDA Standards Tracking Forms, STAR Progress Monitoring Reports, Excel Spreadsheets, student data	5/26/2017 monthly
G2.MA1 🔑 M299879	Examine OSS and Incident Reports	Amaya, Ronda	8/15/2016	Data reports demonstrating a decrease in student behavior incidents and OSS.	5/26/2017 quarterly
G1.B1.S1.MA1 🔑 M299872	Students will be grouped for (WIN) intervention based on their individual reading data.	Amaya, Ronda	9/26/2016	STAR Screening Report and Instructional Planning Report from Renaissance Place	5/26/2017 weekly
G1.B1.S1.MA1 🔑 M299873	PLC minutes, agendas, and Excel Sheets posted and updated on the Tice share folder	Amaya, Ronda	8/15/2016	Monthly checks by administration to ensure grade level agendas and minutes are reflective of data-based discussions and decisions	5/26/2017 monthly
G1.B1.S1.A1 🔑 A296526	Teachers will track student data after administration of each STAR test during the 2016-2017 school...	Kane, Arlene	8/15/2016	PLC agendas, PLC minutes, Excel Progress Monitoring Sheets, STAR Screening Report	5/26/2017 every-2-months
G1.B2.S1.MA1 🔑 M299874	Lesson plans will be reflective of student grouping and instruction based on WIDA data results	Kane, Arlene	9/26/2016	Teacher lesson plans will identify small group instruction for students and instruction based on the 4 language domains of WIDA	5/26/2017 weekly
G1.B2.S1.MA1 🔑 M299875	PLC minutes and agendas posted to the Tice share folder	Amaya, Ronda	8/15/2016	Monthly checks by administration to ensure grade level agendas and minutes are reflective of data-based discussions and decisions	5/26/2017 monthly
G1.B2.S1.A1 🔑 A296527	Teachers will be trained to utilize the WIDA standards framework during PLC meetings and a staff...	LaMotta, Ana	9/26/2016	PLC agendas, PLC minutes, teachers will sign in to receive inservice point credit.	5/26/2017 quarterly
G2.B2.S1.MA1 🔑 M299877	Implementation of Choosing Excellence Strategies in all classrooms	Kane, Arlene	8/15/2016	NEAF Basic Needs Charts, Student input in creating class rules, Questioning techniques used with students prior to escalation of behavior	5/26/2017 monthly
G2.B2.S1.MA1 🔑 M299878	Classroom Walkthroughs for Domain 2	Amaya, Ronda	8/15/2016	Teacher evaluations will be reflective of a rating of effective or highly effective in stopping misconduct by using effective and appropriate techniques.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Tice Elementary will increase proficiency levels in grades 3-5 as measured by the FSA ELA Assessment for the 16-17 school year.

G1.B2 Large population of ESOL students

G1.B2.S1 Teacher training on accessing student WIDA reports.

PD Opportunity 1

Teachers will be trained to utilize the WIDA standards framework during PLC meetings and a staff meeting to analyze student data and drive instruction.

Facilitator

Leadership Liaisons and Luz Merced

Participants

Admin, Classroom Teachers

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

G2. Tice Elementary will increase school safety as measured by the 2016-2017 OSS and Incident reports.

G2.B2 No Behavioral Intervention Support

G2.B2.S1 All ESE and Administration will be TEACH trained as well as using the Choosing Excellence model and questioning strategies.

PD Opportunity 1

Members of the ESE and administration will enroll in or renew TEACH training.

Facilitator

Andrea Shillinger/District Personnel

Participants

ESE teachers, administration team

Schedule

On 12/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will track student data after administration of each STAR test during the 2016-2017 school year.	$0.00
2	G1.B2.S1.A1	Teachers will be trained to utilize the WIDA standards framework during PLC meetings and a staff meeting to analyze student data and drive instruction.	$0.00
3	G2.B2.S1.A1	Members of the ESE and administration will enroll in or renew TEACH training.	$0.00
		Total:	$0.00