

The School District of Lee County

Tanglewood Elementary School



2016-17 Schoolwide Improvement Plan

Tanglewood Elementary School

1620 MANCHESTER BLVD, Fort Myers, FL 33919

<http://tan.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	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 Tanglewood 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.

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

b. Provide the school's vision statement.

To be a world class school.

2. School Environment

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

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

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

To build relationships between teachers and students, Tanglewood Elementary begins the year with an Open House, inviting all parents and students to visit the school and get to know the staff and teachers. Throughout the year, events like: Student-led conferences, PTA nights, A.R. celebrations, and other school wide events occur to build the teacher-student relationships further. Additionally, teachers utilize the morning time to greet their students and to check up on them, ensuring that they feel welcomed, safe, and like they have someone at school whom they can trust. Beginning in the 2016-2017 school year, Tanglewood has also introduced "Burrow Time" which gives students and teachers the opportunity to bond, discuss the 7 Habits, set goals, build classroom relationships and obtain leadership qualities.

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

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

During the school day, teachers and staff make strides to make Tanglewood a safe, welcoming environment. Classrooms are secure when students are present, the office entrance into the school is secured during school hours, and SRO officers are often on campus to further secure the school.

After school, there are many extra-curricular activities that students may participate in, such as: violin lessons, choir, safety patrol, garden club, Odyssey of the Mind, book club, book battle, tutoring for grades: 3, 4, and 5, and an affordable after-school program for students who have guardians that work or study late. Each of these activities are sponsored by teachers and staff members who make the choice to stay after school and give students a safe place to learn and play.

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.

Tanglewood implements the PBS behavioral system, and beginning in the 2014-2015 school year, began implementing the Stephen Covey's "Leader in Me", which features the 7 Habits of Highly Effective People. These two systems work in tandem to create an environment of independent, proactive, more self-sufficient students and teachers. During the 2015-2016 school year's pre-school week, all teachers were trained in Stephen Covey's 7 Habits of Highly Effective People, as well as Launching Leadership. In the 2016-2017 pre-school week, all teachers successfully completed their Leader in Me trainings. Training opportunities such as these create a knowledgeable staff who can better serve students.

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

When students do not meet these high expectations, teachers require that students: fill out a reflection sheet that is discussed with parents, fill out behavior cards to record repeat offenses, teachers will also mediate issues as they arise, and if the issues are not resolved or are extreme in nature, administration turns to the school's code of conduct to determine which disciplinary actions need to be taken.

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.

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

In grades 1 and 2, guidance is a special that students attend bi-weekly. Our guidance counselor (Lindsay Bentz) takes this time to address issues such as: bullying, building self-esteem, dealing with conflict, team-building, and any other issues that arise throughout the year.

Outside of the classroom, Lindsay Bentz holds small groups and one on one sessions with students as needed. These one on one and lunch bunch sessions are geared towards meeting the students where they are to address issues as they arise and minimize negative outcomes. She will also visit classrooms on occasion to deliver guidance lessons, and plans to visit every classroom in the month of October to talk about bullying as it is anti-bullying month.

When guidance may not be enough, Tanglewood has also employed a mentor system which pairs a troubled student with a teacher mentor. The teacher mentor will check in on the student on a set

basis to see if the student is meeting their goals, and to be another support structure within the school.

3. Early Warning Systems

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

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

No

1. PIP Link

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

2. Description

Tanglewood strives daily to build and maintain positive relationships with students and their families. Each year, Tanglewood provides many activities for family and community involvement, these activities include: Student-Led Conferences, PTA monthly meetings, PTA family fun nights, Academic Fairs, A.R. Celebrations, the Holiday House, and an annual silent auction. Teachers also actively pursue school volunteers. They promote the opportunity within the school, the community, and with business partners to bring more support into the school. Beginning in the 2015-2016 school year,

Tanglewood also started the Watch D.O.G.S. mentor program which gives dads an incentive to be more involved on campus, giving more students a positive male role model to look up to. All school and classroom events are communicated through ParentLink, conveyed in three mediums: phone call, e-mail and text message. These events are also advertised on Tanglewood's many social media accounts including: Facebook (Tanglewood and Tanglewood PTA), Twitter, the school website and Instagram. Finally, events are also advertised on the school marquee, in classroom and grade-level newsletters and on flyers.

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.

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

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Buckley, Linda	Principal
McBride, Jen	Assistant Principal
Valentine, Sue	Administrative Support
Bakal, Kari	Teacher, K-12
Hering, Jessica	Teacher, ESE
Bentz, Lindsay	School Counselor
Stempel, Caleb	Administrative Support
Velasquez, Dawn	Teacher, ESE
Short, Tracey	Teacher, K-12
Nieves, Brittany	Teacher, K-12
Meiser, Jordan	Teacher, K-12
Stumpo, Carla	Teacher, K-12
Hasting, Jessica	Teacher, K-12
Bramley, Suzanne	Teacher, K-12

b. Duties

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

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

The roles for the School Leadership Team are as follows:

Principal - Linda Buckley

It is the principal's responsibility to:

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

Assistant Principal -Jennifer McBride

It is the assistant principal's responsibility to:

- support teachers and students with information, training, materials and guidance to achieve success in alignment with the school improvement plan and district expectations.
- implement Tanglewood's disciplinary plan.
- support mentors and new teachers in the successful completion of Lee County's APPLES program.
- ensure a safe environment for students, teachers, and staff.
- assist in the implementation of the District's adopted curricula and State's adopted academic standards
- assist in establishing and monitoring a school learning environment that improves learning for a diverse student population that is focused on an equitable opportunity for learning.
- conduct classroom walk-throughs to monitor fidelity.

Grade Level Chairs - Brittany Nieves, Jordan Meiser, Kari Bakal, Carla Stumpo, Jessica Hasting, Suzanne Bramley

It is a grade level chair's responsibility to:

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

ESE Chair- Jessie Hering

It is an ESE chair's responsibility to:

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

Guidance Counselor- Lindsay Bentz

It is the guidance counselor's responsibility to:

- act as the lighthouse director for Leader in Me/PBS

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

MTSS Intervention Specialist- Jessie Hering

It is the MTSS Intervention Specialist's responsibility to:

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

Administrative Support Leaders- Caleb Stempel, Dawn Velasquez, Tracey Short, Jessie Hering, Kari Bakal, Sue Valentine

It is the Administrative Support Leader's responsibility to:

- act as a liaison between administration and teachers.
- provide necessary support to assigned grade level

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stacey Rice	Teacher
Linda Buckley	Principal
Maria Acosta	Teacher
Vilma Jimenez-Silva	Teacher
Jamie Musich	Parent
Andrew Evans	Parent
Mike Strelser	Parent
Jenifer McBride	Education Support Employee
Margaret Mitchell	Student

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

SAC reviewed and voted on the implementation of the 2015-2016 school improvement plan.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

In the 2015-2016 school year, the school improvement funds were allocated for an FSA tutoring program that served the lowest achieving 30% of students in the 4th and 5th grades. SAC approved \$2,751.84 to staff the program for nine weeks, 4 teacher for 1.5 hours a day, Purchase of STAR Math for 1st and 2nd grades, approx. cost \$1,638. Approval for both not to exceed \$5,552.69.

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
Stanford, Jessica	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

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

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.

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

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.

In the 2016-2017 school year, Tanglewood Elementary will utilize data that has been pulled to construct WINN time teams who have specific learning gaps that will be addressed during this time. Monthly data meetings are held with administration and teachers to monitor progress within classrooms and the school as a whole. During these meetings, strategies to improve progress are discussed and then later implemented.

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: After School Program

Minutes added to school year: 1,620

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

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

McBride, Jen, jeniferm@leeschools.net

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

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

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.

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

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

Out of county students will also be screened by Tanglewood's curriculum specialist, Sue Valentine for placement.

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

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. Â§ 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" 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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Tanglewood will reduce the number of discipline incidents by 10%.
- G2.** During the 2016-2017 school year Tanglewood will increase student achievement in ELA, Math, and Science.

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. Tanglewood will reduce the number of discipline incidents by 10%. 1a

 G082999

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	29.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher mentor program/check-in system.
- Watch D.O.G.S.
- Community Resources (PTA, SAC, Community Partners, Resource Officer)
- PBS
- Leader in Me

Plan to Monitor Progress Toward G1. 8

With increased parental involvement, there will be more mentors present to aid in modeling more positive behaviors to students who lack appropriate role models in their home environment.

Person Responsible

Jen McBride

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Discipline incidents will decrease.

G2. During the 2016-2017 school year Tanglewood will increase student achievement in ELA, Math, and Science. 1a

G083000

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	6.0
FSA Mathematics Achievement	6.0
FCAT 2.0 Science Proficiency	6.0

Targeted Barriers to Achieving the Goal 3

- Pre-existing deficits

Resources Available to Help Reduce or Eliminate the Barriers 2

- WINN time
- Extended Day
- Breakfast Club
- Learning Paths on Compass Learning

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through quarterly data chats.

Person Responsible

Linda Buckley

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Data collected from STAR reading, STAR math and district science checks.

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. Tanglewood will reduce the number of discipline incidents by 10%. **1**

 G082999

G1.B1 Lack of parent involvement. **2**

 B220043

G1.B1.S1 Tanglewood will increase recruitment efforts to encourage more parents and community partners to become involved. **4**

 S232317

Strategy Rationale

If more parents and community partners become involved, they will have a sense of ownership over the school, and can be an outside voice for our students to encourage positive behaviors.

Action Step 1 **5**

The Tanglewood Lighthouse team will create a recruitment action team focusing on recruiting more parents and community partners to become involved.

Person Responsible

Jessica Hering

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Increased membership of: SAC, Watch D.O.G.S., and Volunteers.

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

There will be a monthly check-in at the Lighthouse meetings to view and discuss progress in increasing membership numbers.

Person Responsible

Linda Buckley

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Increased membership in: SAC, Watch D.O.G.S., and Volunteer opportunities.

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

With an increase in membership to our SAC, Watch D.O.G.S. program and other volunteer opportunities, we anticipate an increase in parental involvement which will reduce or eliminate our barrier bucket.

Person Responsible

Linda Buckley

Schedule

On 5/26/2017

Evidence of Completion

G2. During the 2016-2017 school year Tanglewood will increase student achievement in ELA, Math, and Science. 1

G083000

G2.B3 Pre-existing deficits 2

B220047

G2.B3.S1 WINN time will address the existing deficits. 4

S232318

Strategy Rationale

By giving students "what they need now" in a small group setting, we will better address their academic needs.

Action Step 1 5

Tanglewood teachers will implement 90 minutes of targeted instruction (determined by STAR Classroom Instructional Planning Report) weekly to address academic weaknesses and to enrich mastered skills.

Person Responsible

Sue Valentine

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

WINN time is a mandatory, school-wide intervention/enrichment period which is present on our school master schedule for 90 minutes, weekly.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans will be submitted weekly.

Person Responsible

Linda Buckley

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans will be reviewed by administration prior to the start of the new week.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The May 2016 STAR test will act as a pre-test and will be compared to the May 2017 STAR test which will act as our post test.

Person Responsible

Linda Buckley

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

We anticipate that WINN time will increase STAR reading percentile rank and achievement levels.

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					
G1.MA1 M300974	With increased parental involvement, there will be more mentors present to aid in modeling more...	McBride, Jen	10/3/2016	Discipline incidents will decrease.	5/26/2017 monthly
G2.MA1 M300977	Progress will be monitored through quarterly data chats.	Buckley, Linda	10/3/2016	Data collected from STAR reading, STAR math and district science checks.	5/26/2017 quarterly
G1.B1.S1.MA1 M300972	With an increase in membership to our SAC, Watch D.O.G.S. program and other volunteer...	Buckley, Linda	10/3/2016		5/26/2017 one-time
G1.B1.S1.MA1 M300973	There will be a monthly check-in at the Lighthouse meetings to view and discuss progress in...	Buckley, Linda	10/3/2016	Increased membership in: SAC, Watch D.O.G.S., and Volunteer opportunities.	5/26/2017 monthly
G1.B1.S1.A1 A297232	The Tanglewood Lighthouse team will create a recruitment action team focusing on recruiting more...	Hering, Jessica	10/3/2016	Increased membership of: SAC, Watch D.O.G.S., and Volunteers.	5/26/2017 monthly
G2.B3.S1.MA1 M300975	The May 2016 STAR test will act as a pre-test and will be compared to the May 2017 STAR test which...	Buckley, Linda	10/3/2016	We anticipate that WINN time will increase STAR reading percentile rank and achievement levels.	5/26/2017 quarterly
G2.B3.S1.MA1 M300976	Lesson plans will be submitted weekly.	Buckley, Linda	10/3/2016	Lesson plans will be reviewed by administration prior to the start of the new week.	5/26/2017 weekly
G2.B3.S1.A1 A297233	Tanglewood teachers will implement 90 minutes of targeted instruction (determined by STAR Classroom...	Valentine, Sue	10/3/2016	WINN time is a mandatory, school-wide intervention/enrichment period which is present on our school master schedule for 90 minutes, weekly.	5/26/2017 weekly

V. Professional Development Opportunities

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

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	The Tanglewood Lighthouse team will create a recruitment action team focusing on recruiting more parents and community partners to become involved.	\$0.00
2	G2.B3.S1.A1	Tanglewood teachers will implement 90 minutes of targeted instruction (determined by STAR Classroom Instructional Planning Report) weekly to address academic weaknesses and to enrich mastered skills.	\$0.00
Total:			\$0.00