

The School District of Lee County

Tropic Isles Elementary School



2016-17 Schoolwide Improvement Plan

Tropic Isles Elementary School

5145 ORANGE GROVE BLVD, North Fort Myers, FL 33903

<http://trp.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	46%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Tropic Isles 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.

Tropic Isles - impacting the world by creating leaders, learners, and innovators.

b. Provide the school's vision statement.

To be a nationally role model for academic excellence.

2. School Environment

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

As part of the start of the year, teachers take time to get to know their students. This is done through a variety of ways including Glasser Quality practices, class meetings and surveying students basic needs on a daily basis. In addition, our instructional staff was trained in the 7 Habits (Leader in Me). This allows us, as a school, to instill the 7 Habits traits and values into our school culture.

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

Teachers create an environment where students feel safe by utilizing Dr. William Glasser Quality techniques. Teachers survey students daily to identify their basic needs and then utilize the 7 Habits to meet those needs. Teachers also use the questioning process when students are having trouble to help them understand what their need is and how they can go about getting it met in a safe way.

As a learning community, we have established school wide expectations for the common areas of our campus. In addition, we are utilizing ClassDojo to recognize and encourage the use of the 7 Habits.

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.

Teachers, along with students, help with the development of mission statements and classroom expectations. Using the questioning process also helps to minimize off task behavior in the classroom. Built on the foundation of Quality practices and the 7 Habits philosophy, Tropic Isles staff utilizes Kagan Cooperative Learning structures to promote engagement. Additionally, STAR positive behavior referrals help to promote the use of the 7 Habits by being proactive in regard to their own behavioral choices. Furthermore, teachers are utilizing the CHAMPS method to provide students with specific expectations per activity. Through PLC meetings and a student assembly, school wide behavioral expectations for students and teachers have been communicated and are reinforced on a daily basis.

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.

Staff follow the Glasser Quality Choice theory which has students identify the need in which they would like met. The teacher then helps to meet that need in a variety of ways in the classroom. If necessary, a guidance counselor is available on a daily basis for students. Social skills and behavior

groups are developed and convene as needed. Our part-time social worker helps to support our school along with our Watch Dogs program where adult male role models provide mentor-ship to students.

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.

CASTLE is used as one early warning system as well as use of the MTSS process. Some of the early warning indicators include:

1. Attendance
2. Past retentions
3. Grades
4. Level 1 score on standardized assessments
5. Number of infractions
6. Discipline
7. Mobility
8. Number of schools attended
9. MTSS

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.

Intervention strategies employed by Tropic Isles Elementary include:

1. STAR time
2. Small group instruction
3. Walk-to-Read
4. Learning Labs
5. Inclusion
6. Enrichment
7. Tracking of data (e.g. STAR, Fluency, state standards)
8. Support for bottom 25%

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?

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/319577>.

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.

Tropic Isles Elementary ensures that parents are included in the development, implementation and evaluation of all school-related plans including, but not limited to:

- Parent Involvement Plan
- School Improvement Plan
- School Advisory Council (SAC)
- Parent Surveys
- District Parent Satisfaction Survey

All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on Tropic Isles PIP at our SAC meetings throughout the school year.

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
Adams, Alane	Principal
Rendon, Kristina	Assistant Principal
Agramonte, Monaliza	Teacher, K-12
Albano, Frank	Teacher, ESE
Bailey, Lynn	Teacher, K-12
Burch, Caroline	Teacher, K-12
Jacobs, Jamie	Teacher, K-12
Socorro, Judy	Teacher, K-12
Dively, Stacie	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.

Each member of the school-based leadership team is involved in the school-wide intervention program, the MTSS process as well as in monitoring the goals and targets of the SIP. Leadership team members analyze and monitor school, classroom and individual student data in order to identify areas of need for school improvement. Leadership team members assist in the development and implementation of interventions for students, monitor the student response to intervention, as well as work collaboratively to problem-solve for school improvement.

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 data-based problem-solving processes for the implementation and monitoring of the MTSS and SIP structures that address the effectiveness of core instruction, resource allocation, teacher support systems and small group and individual student needs include the ELA Action Team, Math Action Team and PLC grade level teams which meet on a monthly/weekly basis to analyze data and monitor student progress. These teams analyze and monitor the effectiveness of the core instruction through the school-wide Strategy Map and Strategic Plan. Tropic Isles Elementary implements the PDSA problem-solving process to address small group and individual student needs.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement

Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anna Willn	Education Support Employee
Amanda Peck	Parent
Yecksenia Greene	Parent
Amanda Smith	Parent
Maira Guerra	Parent
Rena Gezzar	Business/Community
Sam Flecha	Education Support Employee
Bob Grissinger	Business/Community
Nikki Theofel	Teacher

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

At the first SAC meeting, SAC members will review last years plan and identify goals met and goals not met. Members will then look at and discuss strategies that were used and the effectiveness of them.

b. Development of this school improvement plan

The SAC will assist in the development of this School Improvement Plan through discussion and evaluation of the plan at the SAC meetings. Meetings are publicized in school newsletters, on the school calendar and school marquee.

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

The budget was created by the school administration to staff the school with qualified staff members in order to continue student success. Budget and planning focuses on student achievement, qualified staff and continuous improvement.

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

Use of the school improvement funds will be for purposes of increasing student achievement in Reading and Math. Staff will target small groups using specifically designed resources to increase their learning.

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
Adams, Alane	Principal
Socorro, Judy	Teacher, K-12
Agramonte, Monaliza	Teacher, K-12
Dively, Stacie	Teacher, K-12
Rendon, Kristina	Assistant Principal
Jacobs, Jamie	Teacher, K-12
Bailey, Lynn	Teacher, K-12
Albano, Frank	Teacher, ESE
Burch, Caroline	Teacher, K-12

b. Duties

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

The major initiatives of the LLT this year will be supporting the implementation of the 90 minute literacy block as well as monitoring the fidelity of the implementation of the core reading curriculum. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. The LLT Leadership team develops strategies to be implemented in order to improve student achievement for all students. Specific strategies targeting increasing text complexity and academic rigor will be implemented to increase learning gains for all students.

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.

Tropic Isles will utilize PLC's to encourage positive working relationships between teachers and staff. Teachers also have common planning time with members of their grade level to help with collaborative planning. Instructional coaches are used to help with classroom instruction, STAR Interventions, PLC facilitation, standards-based lesson planning, data analysis, in addition to providing mentoring and modeling.

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

To recruit and retain highly qualified, certified-in-field and effective teachers to Tropic Isles Elementary, the following strategies are implemented:

Administration conducts walk-throughs and holds regular meetings with new teachers to support and monitor classroom presence. New teachers are partnered with veteran teachers as mentors. All teachers work collaboratively within the grade level as well as with cross-grade level colleagues to effectively plan and provide instruction.

All staff will participate in trainings, coursework and certification exams to meet district, state and federal requirements and for professional development.

The opportunity for leadership roles is provided for all teachers through participation in the Site-based Decision Making team, Goal teams, and Steering Committee.

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

All mentors work with Mentees to train them with regard to school culture/demographics, resources and behavior/classroom management process. In addition, Mentors will support Mentees in the areas of team/grade level meetings as well as understanding the Vision, Organizational Profile, and Policies and Procedures of the school. Mentors will provide support in lesson planning to connect to content standards as well as provide feedback following observations of instruction. Administration meets with the new teachers as well as providing additional training as needed.

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.

Teachers write lesson plans that are aligned to the state standards included in the District Pacing Guide, which are monitored by school administrators. In addition, school administration conducts classroom walkthroughs to ensure alignment. During PLCs, teachers analyze data to help plan for implementation of standards-based instruction using identified best practices.

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 constantly monitored to drive differentiated instruction. This data helps to determine placement of instructional paraprofessionals, coaches and lead teachers for student support.

Teachers analyze data to differentiate their instruction within the classroom on a daily basis for small groups. In addition, data guides grade level STAR Intervention groups, which provide differentiated learning for all students from enrichment to remediation.

Utilization of Learning Labs allow for intensive intervention support based on data for students who are having difficulty attaining proficient level on state assessments.

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: 1,980

Before or after school tutoring programs for students focusing on reading, math, writing and science.

Strategy Rationale

Provide students additional time to work on skills needed to be successful in reading, math, writing, and science.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Adams, Alane, alaneea@leeschools.net

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

Student achievement data is collected and analyzed by the Leadership Team, Action Teams and through collaborative PLCs to determine areas of academic need in core academic subjects as well as to determine students in need of support in specific academic areas.

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.

The Pre-School program at Tropic Isles works on introducing children to the routines and expectations of an Elementary School. Giving children the opportunity to succeed in a classroom setting, allowing them to find comfort in their learning environment are all important skills provided to our students.

All students are assessed with the Kindergarten Initial Assessment prior to or upon entering kindergarten within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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.** All teachers will be organized into instructional team meetings that meet on a regular basis with a purpose, established agenda, and outcomes.
- G2.** The number of out-of-school suspensions will decrease from the 2015-2016 school year.

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. All teachers will be organized into instructional team meetings that meet on a regular basis with a purpose, established agenda, and outcomes. 1a

G083005

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains District Assessment	56.0
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	60.0
Math Gains District Assessment	60.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	57.0

Targeted Barriers to Achieving the Goal 3

- Lack of academic rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel
- Professional development opportunities
- Materials
- Curriculum
- Volunteers

Plan to Monitor Progress Toward G1. 8

We will know that a higher level of academic rigor of the standards-based instruction is evident through the growth of students' STAR Reading percentile ranks.

Person Responsible

Alane Adams

Schedule

Quarterly, from 10/4/2016 to 5/25/2017

Evidence of Completion

We will analyze STAR Growth Reports.

G2. The number of out-of-school suspensions will decrease from the 2015-2016 school year. 1a

G083006

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	44.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of strategies in dealing with student behavior issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior Specialist
- ESE Department
- Sensory Room

Plan to Monitor Progress Toward G2. 8

We will know the behavioral training is affecting a positive change in the reduction of suspensions when our behavioral data points are cross-checked with benchmark assessment data.

Person Responsible

Kristina Rendon

Schedule

Quarterly, from 10/4/2016 to 5/26/2017

Evidence of Completion

We will analyze Castle behavior data along with benchmark assessment data to look for a decrease of out of school suspensions and an increase in student achievement within the assessment data.

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. All teachers will be organized into instructional team meetings that meet on a regular basis with a purpose, established agenda, and outcomes. **1**

 G083005

G1.B1 Lack of academic rigor **2**

 B220092

G1.B1.S1 Provide instructional guidance and materials aligned with state standards to engage all students. . **4**

 S232329

Strategy Rationale

We are focused so much on behavior that we now need a balance of academics and behavior for an engaging learning culture for all students in a meaningful way.

Action Step 1 **5**

Incorporate lead teachers within the School-based Leadership Team (SBLT) to align data discussions between SBLT meetings, PLCs and common planning, including guiding questions.

Person Responsible

Alane Adams

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC agenda and minutes; SBLT agenda and minutes; and data collection sheets

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

A review of PLC minutes

Person Responsible

Alane Adams

Schedule

Weekly, from 10/4/2016 to 5/23/2017

Evidence of Completion

PLC minutes will be collected, reviewed, and monitored along with the appropriate data.

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

We will know if our instructional guidance and materials are aligned with state standards through monitoring lesson plans and by analyzing the results of assessments.

Person Responsible

Alane Adams

Schedule

Quarterly, from 10/4/2016 to 5/26/2017

Evidence of Completion

The evidence will be collected through Administrative classroom walk-throughs and observations.

G2. The number of out-of-school suspensions will decrease from the 2015-2016 school year. 1

 G083006

G2.B2 Lack of knowledge of strategies in dealing with student behavior issues 2

 B220099

G2.B2.S1 Provide training opportunities to learn alternative means of addressing varied behaviors. 4

 S232334

Strategy Rationale

Fewer interruptions to the learning environment will increase overall academic achievement and keep students present in school.

Action Step 1 5

The ESE Department and Behavior Specialist will provide training on basic principles of discipline, behavior, and interventions.

Person Responsible

Kristina Rendon

Schedule

Monthly, from 11/16/2016 to 5/17/2017

Evidence of Completion

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

A review of the data of infraction reports, suspensions and reasons for suspensions will be reviewed and reflected upon at the SBLT meetings.

Person Responsible

Alane Adams

Schedule

Quarterly, from 9/30/2016 to 5/26/2017

Evidence of Completion

SBLT will have the review as a agenda item as well as within the meeting notes

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

We will know if our strategies for dealing with student behaviors issues are being applied by evaluating behavior data which should indicate a decrease in the number of infraction reports and suspensions.

Person Responsible

Kristina Rendon

Schedule

Quarterly, from 11/16/2016 to 5/26/2017

Evidence of Completion

The results of the data collected on student behaviors will be analyzed by categories and reported in writing and in person to the SBLT.

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 A297252	The ESE Department and Behavior Specialist will provide training on basic principles of discipline,...	Rendon, Kristina	11/16/2016		5/17/2017 monthly
G1.B1.S1.MA1 M301003	A review of PLC minutes	Adams, Alane	10/4/2016	PLC minutes will be collected, reviewed, and monitored along with the appropriate data.	5/23/2017 weekly
G1.MA1 M301004	We will know that a higher level of academic rigor of the standards-based instruction is evident...	Adams, Alane	10/4/2016	We will analyze STAR Growth Reports.	5/25/2017 quarterly
G2.MA1 M301009	We will know the behavioral training is affecting a positive change in the reduction of suspensions...	Rendon, Kristina	10/4/2016	We will analyze Castle behavior data along with benchmark assessment data to look for a decrease of out of school suspensions and an increase in student achievement within the assessment data.	5/26/2017 quarterly
G1.B1.S1.MA1 M301002	We will know if our instructional guidance and materials are aligned with state standards through...	Adams, Alane	10/4/2016	The evidence will be collected through Administrative classroom walk-throughs and observations.	5/26/2017 quarterly
G1.B1.S1.A1 A297250	Incorporate lead teachers within the School-based Leadership Team (SBLT) to align data discussions...	Adams, Alane	8/10/2016	PLC agenda and minutes; SBLT agenda and minutes; and data collection sheets	5/26/2017 weekly
G2.B2.S1.MA1 M301007	We will know if our strategies for dealing with student behaviors issues are being applied by...	Rendon, Kristina	11/16/2016	The results of the data collected on student behaviors will be analyzed by categories and reported in writing and in person to the SBLT.	5/26/2017 quarterly
G2.B2.S1.MA1 M301008	A review of the data of infraction reports, suspensions and reasons for suspensions will be...	Adams, Alane	9/30/2016	SBLT will have the review as a agenda item as well as within the meeting notes	5/26/2017 quarterly

V. Professional Development Opportunities

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

G2. The number of out-of-school suspensions will decrease from the 2015-2016 school year.

G2.B2 Lack of knowledge of strategies in dealing with student behavior issues

G2.B2.S1 Provide training opportunities to learn alternative means of addressing varied behaviors.

PD Opportunity 1

The ESE Department and Behavior Specialist will provide training on basic principles of discipline, behavior, and interventions.

Facilitator

Frank Albano and Kristina Rendon

Participants

All instructional staff

Schedule

Monthly, from 11/16/2016 to 5/17/2017

VI. Technical Assistance Items

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

G1. All teachers will be organized into instructional team meetings that meet on a regular basis with a purpose, established agenda, and outcomes.

G1.B1 Lack of academic rigor

G1.B1.S1 Provide instructional guidance and materials aligned with state standards to engage all students. .

TA Opportunity 1

Incorporate lead teachers within the School-based Leadership Team (SBLT) to align data discussions between SBLT meetings, PLCs and common planning, including guiding questions.

Facilitator

Alane Adams

Participants

Lauren Anderson, Jacqueline Johnson, Janet Stovall, Lisa Lombardo, Kathryn Bragg, Michelle Mell, Kristina Rendon

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Incorporate lead teachers within the School-based Leadership Team (SBLT) to align data discussions between SBLT meetings, PLCs and common planning, including guiding questions.	\$0.00
2	G2.B2.S1.A1	The ESE Department and Behavior Specialist will provide training on basic principles of discipline, behavior, and interventions.	\$0.00
Total:			\$0.00