



## Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	B

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Tice Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To prepare every student for success.

#### 2. School Environment

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

Relationships between teachers and students are built through a variety of processes, including parent involvement activities, as well as student clubs and organizations facilitated by staff members. Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings are held to ensure stakeholders are informed of school-wide initiatives and involved in the decision making process. During the 2017-2018 school year Tice Elementary will have at least four meetings to review School Improvement, Baseline, Mid-Year and End of Year data.

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

Tice Elementary creates an environment where students feel safe and respected before, during and after school through various clubs and mentor programs. A mentor program pairs students with an adult that checks in on them regularly. During school hours administrators are present through out the school, conducting classroom walk through's as well as facilitating drop off and pick-up processes. Furthermore, we are assigned a school resource officer who is visible throughout campus to ensure the safety of our students and staff.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System provides a way for us to identify students that are becoming disengaged and most likely to drop out of school in the future. By identifying these students early from a list of indicators, we can target interventions and supports to help students to achieve readiness and success. From the early stages of planning through evaluating results, When a student begins to exhibit a number of negative indicators—absenteeism, academic failure, multiple office referrals, suspensions—it is a signal, alerting us that swift action is needed to help the student get back on track. Interventions are then put into place to aid in getting identified students back on the path to success.

#### 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	14	18	9	8	11	15	0	0	0	0	0	0	0	75
One or more suspensions	0	1	0	0	1	4	0	0	0	0	0	0	0	6
Course failure in ELA or Math	19	16	36	38	36	35	0	0	0	0	0	0	0	180
Level 1 on statewide assessment	25	16	30	41	38	50	0	0	0	0	0	0	0	200

##### 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	16	14	25	26	22	27	0	0	0	0	0	0	0	130

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

Students who exhibit two or more early warning indicators will receive intervention through various school staff members.

\*School Social Worker-contact parents and follow up with absenteeism and truancy.

\*School Guidance Counselor-speak to students and parents to address emotional needs.

\*Teachers-daily schedule will provide at minimum of 30 minutes of intervention designated to differentiate instruction based on students needs.

\*MTSS support personnel-will push in to classrooms and work with students in small groups to target and address concepts and skills that students are not proficient in.

\*SWD support personnel- will push in and pull out small groups of students with exceptional needs to provide the necessary accommodations and address student learning deficiencies.

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/431063>.

**2. Description**

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

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through involvement in PTA meetings, SAC meetings, and school sponsored events. Community partners donate school supplies for use by students to help increase student achievement.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Amaya, Ronda	Principal
Kane, Arlene	Assistant Principal
Moreland, Stephanie	Teacher, K-12
LaMotta, Ana	Teacher, K-12
Ballard, Marcile	Instructional Coach
Brooks, Sharon	Teacher, ESE
Jamette, Lily	Teacher, ESE
Eichbauer, Theresa	Teacher, K-12
Hernandez, Jenniffer	Teacher, K-12
Lampkins, Christina	Teacher, K-12
Lands, Valerie	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.**

The roles of each member are as follows:  
Classroom Teacher



- Keep ongoing progress monitoring notes in an MTSS folder (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.

• Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork

- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools. Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under ESSA 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 SalusCare 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 ESSA 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 in need of improvement. 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 ESSA 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 ESSA 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 ESSA 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 ESSA 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. Tice Elementary's busses transport students to the Boys and Girls Club and to AFCAAM for safe and secure after school programs that include a homework and/or tutoring component. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under ESSA also open lines of communication and encourage cooperation between programs. Nutrition Programs Food and Nutrition Services offers healthy meals to all students. All Tice Elementary students benefit from the Community Eligibility Program (CEP) and receive free breakfast and lunch at school. Additionally, our partnership with the "Blessings in a Backpack" program, wherein 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 ESSA also open lines of communication and encourage cooperation between programs. Housing Programs Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms are located on the school's campus. High risk students attend a year long, high quality early childhood program that serves three and 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. 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 ESSA also open lines of communication and encourage cooperation between

programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Ronda Amaya	Principal
Bob Sorenson	Business/Community
Leonardo Garcia	Business/Community
Yasmin Gallo	Education Support Employee
Marta Agobian Goepel	Business/Community
Ana LaMotta	Teacher
Rita Chambers	Education Support Employee
Angela Ireland	Teacher
Casey McConnell	Parent
Zachary Hodson	Parent
Naomi Guertin	Parent
Arlene Kane	Principal
Kristina Meyer	Teacher
Harris Segal	Business/Community
Marriella Alegria	Teacher
Diane Neal	Education Support Employee
Christie Gallardo	Parent
Celie Ponce	Parent
Wanda Roblero	Parent
Icelda Felipe	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

The SAC committee will review data from the 2016-2017 Tice Elementary School Improvement plan as to student achievement and learning gains of all students. Predicted goals will be compared against actual performance outcomes.

##### b. Development of this school improvement plan

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

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

School Leadership members develop and implement the budget and planning as is necessary for the demographics of the school. Budgeting and planning focuses on student achievement, qualified staff and continuous improvement.

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

- Supplies \$4397.00
- Supplemental Contracts \$185.46
- Other Purchases \$3826.40
- Dues and Fees \$221.10

Use of the school improvement funds will be for purposes of increasing student achievement in reading and math.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Amaya, Ronda	Principal
Kane, Arlene	Assistant Principal
Moreland, Stephanie	Instructional Coach
Ballard, Marcile	Instructional Technology
Brooks, Sharon	Teacher, ESE
LaMotta, Ana	Teacher, K-12
Eichbauer, Theresa	Teacher, K-12
Jamette, Lily	Teacher, ESE
Lampkins, Christina	Teacher, K-12
Hernandez, Jenniffer	Teacher, K-12
Lands, Valerie	Teacher, K-12

**b. Duties**

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

The LLT meets with administration on a weekly basis. Each member reports out on the progress of his/her assigned grade level and/or subject area. Professional development and support are consistent items on the agenda. Administration often shares information to be disseminated to grade levels.

The major initiatives of the LLT this year include providing professional development and support to staff (in the areas of higher order thinking, differentiated instruction, and questioning techniques),

implementation of the Florida Standards, and continued growth of PLCs to drive instruction for student achievement.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Tice Elementary will use collaborative PLCs as a means of encouraging positive working relationships between teachers and staff. Teachers have a common planning time with members of their grade level to help with collaborative planning to improve student achievement. Common planning time allows for data driven instructional planning to serve the various needs of each student.

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

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

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

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

#### b. Instructional Strategies

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Data is used to provide and differentiate instruction to meet the diverse needs of students through the PLC process. Teachers meet with their grade level once a week for a PLC meeting and once a month with administration. Quarterly progress monitoring occurs through the Renaissance Place STAR program and reports in the core subject areas of Reading and Math. In the shorter interim, teachers and students track mastery of targeted standards on weekly and/or unit assessments. Instruction is modified through the school-wide intervention plan to meet the needs of all students. The school-wide intervention plan is a fluid process based on current student data to address the individual needs of students.

**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:** Weekend Program

**Minutes added to school year:** 3,000

Students will be invited to attend an after school program focusing on reading, math, science and writing that will be offered as Saturday School.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Kane, Arlene, arlenesk@leeschools.net

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

STAR Reading, Math and Science progress monitoring assessments, end of the year state assessments. TAG reports will be used for standards tracking in the subject areas of Reading and Math.

**Strategy: After School Program**

**Minutes added to school year: 3,000**

Students will be invited to attend an after school program focusing on reading, math, science and writing with targeted standards-based tutoring in theme based after school "clubs."

**Strategy Rationale**

Extended day services provide additional support and instruction in core academics to increase student achievement. "Club" themes attract students, increase attendance and provide higher order real world applications for core academics.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Lands, Valerie , [valeriela@leeschools.net](mailto:valeriela@leeschools.net)

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

STAR Reading, Math and Science progress monitoring assessments, end of the year state assessments. TAG reports will be used for standards tracking in the subject areas of Reading and Math.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Orientation meetings are held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations of the coming year.

Curriculum nights are held by grade levels to ensure families are aware of the curriculum and expectations for the students.

Students are assessed prior to or upon entering kindergarten within the areas of Basic Skills/school Readiness, Oral Language, Concepts of Print, and Phonological Awareness. Data is used to plan daily academic and social/emotional instruction for students.

**b. College and Career Readiness**

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

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

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



**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

**G1.** Tice Elementary will increase the proficiency of students in English Language Arts and Math.

## Strategic Goals Detail

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

**G1. Tice Elementary will increase the proficiency of students in English Language Arts and Math. 1a**

G098413

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	47.0

**Targeted Barriers to Achieving the Goal 3**

- Large population of ESOL students who are not proficient in English
- Student opportunity to learn
- Large number of students lacking foundational math concepts

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Professional Development for teachers to learn and understand effective use of Standards Tracking as a means of improving student achievement.
- Additional time added to the school day to provide longer instructional periods.
- WIDA student data used to create small group instructional literacy groups
- Professional development for teachers in implementation of SIOP strategies for ELL students.
- Administration present at PLC meetings for each grade level
- UniSig Grant funds to provide for extended day, Saturday, additional teacher, experiential learning, study skills planners, and classroom libraries

**Plan to Monitor Progress Toward G1. 8**

PLC teams will analyze student data through standards tracking and progress monitoring.

**Person Responsible**

Arlene Kane

**Schedule**

Monthly, from 8/10/2017 to 9/28/2018

**Evidence of Completion**

PLC Agendas, Minutes, WIDA Standards Tracking Forms, STAR Progress Monitoring Reports, Excel Spreadsheets, and TAG Reports

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** Tice Elementary will increase the proficiency of students in English Language Arts and Math. 1

G098413

**G1.B2** Large population of ESOL students who are not proficient in English 2

B264764

**G1.B2.S1** Teacher training will be provided on implementation of SIOP strategies for ELL's and accessing student WIDA reports. 4

S280578

**Strategy Rationale**

To increase the use research-based instructional strategies to meet the needs of the targeted group of students. To increase teacher knowledge of the WIDA standards and scores that the Lee County School District is currently using.

**Action Step 1** 5

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

**Person Responsible**

Marcile Ballard

**Schedule**

On 8/14/2017

**Evidence of Completion**

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

**Action Step 2** 5

Teachers will be trained in implementation of the SIOP strategies for ELL students.

**Person Responsible**

Christina Lampkins

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, common board configurations, PLC agendas, inservice point credits

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

Administration will monitor PLC minutes, agendas, lesson plans, and conduct classroom walkthroughs to ensure activities are reflective of SIOP implementation in each grade level.

**Person Responsible**

Ronda Amaya

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Monthly checks by administration to ensure grade level agendas and minutes are reflective of data-based discussions and decisions, common board configurations including content and language objectives, and lesson plans are inclusive of SIOP strategies.

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

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

**Person Responsible**

Arlene Kane

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Teacher lesson plans will identify SIOP strategies used for each lesson, content and language objectives posted in every classroom, small group instruction for students based on the 4 language domains of WIDA, classroom walkthroughs

**G1.B3 Student opportunity to learn** 2

B264765

**G1.B3.S1** Saturday School extended learning opportunity for ELA and Math will be provided to students in grades K-5. 4

S280583

**Strategy Rationale**

By providing students with additional instruction in targeted skills identified on the TAG reports, increased learning and achievement will occur.

**Action Step 1** 5

Saturday School will be offered to students in grade K-5 as an additional opportunity to increase achievement in ELA and Math.

**Person Responsible**

Arlene Kane

**Schedule**

Weekly, from 10/7/2017 to 9/28/2018

**Evidence of Completion**

Attendance rosters, STAR Growth Reports, Progress Monitoring Spreadsheets, TAG Reports

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Track attendance and examine weekly lessons/activities

**Person Responsible**

Arlene Kane

**Schedule**

Weekly, from 10/2/2017 to 9/28/2018

**Evidence of Completion**

Attendance rosters; teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders

**Person Responsible**

Arlene Kane


**Schedule**

Monthly, from 10/2/2017 to 9/28/2018

**Evidence of Completion**

Student data will show increased gains in ELA and Math

**G1.B3.S2** Afterschool extended learning opportunity for ELA and Math will be provided to students in grades K-5. 4

 S280584

**Strategy Rationale**

By providing students with additional instruction in targeted skills identified on the TAG reports, increased learning and achievement will occur.

**Action Step 1** 5

After school tutoring will be offered to students in grade K-5 as an additional opportunity to increase achievement in ELA and Math.

**Person Responsible**

Valerie Lands

**Schedule**

Biweekly, from 10/1/2017 to 9/28/2018

**Evidence of Completion**

STAR Growth Reports, Progress Monitoring Spreadsheets, TAG Reports



**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Track attendance and examine weekly lessons/activities

**Person Responsible**

Valerie Lands

**Schedule**

Weekly, from 10/2/2017 to 9/28/2018

***Evidence of Completion***

attendance rosters; lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Analyze STAR reports, TAG reports, Progress monitoring spreadsheets, and student data folders

**Person Responsible**

Valerie Lands

**Schedule**

Monthly, from 10/2/2017 to 9/28/2018

***Evidence of Completion***

Student data will show increases in gains in ELA and Math

**G1.B3.S3** Hiring an additional teacher will allow students to receive ELA and Math instruction in groups that address students with like needs **4**

 S280585

### **Strategy Rationale**

By providing a more precise division of students by their targeted needs, thereby creating a smaller range and a larger emphasis on differentiated individual instruction

### **Action Step 1** **5**

Hire an additional teacher to reduce class/group size thus create greater opportunity for students to receive differentiated instruction based on their standards mastery data.

#### **Person Responsible**

Ronda Amaya

#### **Schedule**

On 6/1/2018

#### **Evidence of Completion**

teacher schedule; student roster

### **Plan to Monitor Fidelity of Implementation of G1.B3.S3** **6**

Advertise & hire staff member, and re-distribute class/group sizes in grade 4

#### **Person Responsible**

Ronda Amaya

#### **Schedule**

On 10/27/2017

#### **Evidence of Completion**

advertisement; class and reading group rosters

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders

**Person Responsible**

Stephanie Moreland

**Schedule**

Weekly, from 10/27/2017 to 5/25/2018

**Evidence of Completion**

Student data will show gains in ELA and Math

**G1.B3.S4** Provision of real-life and community based experiences, for example field trips, guest speakers, and live performances off and on campus. 4

 S280586

**Strategy Rationale**

By building background knowledge and increasing meaningful and personal English language development

**Action Step 1 5**

Providing funds for grade level field trips and for performances and/or speaker, tied to learning activities related to the Florida Standards.

**Person Responsible**

Arlene Kane

**Schedule**

Every 3 Weeks, from 10/1/2017 to 9/28/2018

**Evidence of Completion**

a list of field trip by grade levels, a list of performers/speakers; purchase orders

**Plan to Monitor Fidelity of Implementation of G1.B3.S4 6**

Field trips, experiences, and Guest Speakers/Performers will be vetted by Administration to ensure they are tightly aligned with Florida Standards. Requests for such activities will be accompanied with a description of the Florida Standards to which they are aligned.

**Person Responsible**

Arlene Kane

**Schedule**

Every 3 Weeks, from 10/1/2017 to 9/28/2018

***Evidence of Completion***

Evidence will include the above-mentioned requests with description of standards, and list of approved activities with requisition details.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7**

Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders

**Person Responsible**

Arlene Kane


**Schedule**

Quarterly, from 10/1/2017 to 9/28/2018

***Evidence of Completion***

Student performance in ELA and Math will increase.

**G1.B3.S5** Student daily planners with calendar, agenda and homework areas, as well as parent communication section **4**

 S280587

### **Strategy Rationale**

By increasing student daily study habits and augmenting opportunities for home-school connections that support learning

### **Action Step 1** **5**

Purchase planners for all students KG - 5

#### **Person Responsible**

Marcile Ballard

#### **Schedule**

On 7/13/2018

#### **Evidence of Completion**

purchase order; planner

### **Plan to Monitor Fidelity of Implementation of G1.B3.S5** **6**

Planners will be ordered and distributed to all students. Extra planners will be ordered to give to new students arriving throughout the year. Parents will be trained on how to use planners & encouraged to use them daily as a means of daily home-school communication.

#### **Person Responsible**

Marcile Ballard

#### **Schedule**

Annually, from 8/14/2017 to 8/20/2018

#### **Evidence of Completion**

Invoice for planners; copy of Curriculum Night PPT(s) excerpt(s) with planner explanation; copy of parent newsletter encouraging planner use

**Plan to Monitor Effectiveness of Implementation of G1.B3.S5** 7

Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders

**Person Responsible**

Arlene Kane

**Schedule**

Quarterly, from 10/1/2017 to 9/28/2018

**Evidence of Completion**

Student performance in ELA and Math will increase

**G1.B3.S6** Increasing independent reading via classroom libraries to include a balance of informational and literary age/grade appropriate authentic texts 4

 S280588

**Strategy Rationale**

By providing no-cost daily immediate access to all types of reading materials of a wide range, of special importance to our many students whose parents lack basic literary, have no print material in the home, and who do not have a convenient way to travel to the nearest public library

**Action Step 1** 5

Teachers will select appropriate independent texts for classroom libraries

**Person Responsible**

Jennifer Hernandez

**Schedule**

On 2/28/2018

**Evidence of Completion**

purchase orders

**Plan to Monitor Fidelity of Implementation of G1.B3.S6 6**

Grade Levels/Teams will be allotted \$3,000 each for purchase of age/grade appropriate classroom library materials, to be shared among the classrooms as determined by the team's Purchase Proposal" that includes the amount per teacher, materials for purchase\*, standards alignment information, and (in cases where the purchases are unequal shares) justification for purchase.

Teams are as follows: PK/ESE, Specials, Parent Involvement\*\* and Grades KG - 5

\*PK and Primary grades materials may include manipulative items in addition to print materials & digital materials

\*\*Parent Involvement shall receive \$277.50 {rather than \$3,000} to build a lending library for parent literacy.

**Person Responsible**

Jenniffer Hernandez

**Schedule**

On 9/15/2017

**Evidence of Completion**

Purchase Proposals from each Team; purchase orders (balance monitored quarterly)

**Plan to Monitor Effectiveness of Implementation of G1.B3.S6 7**

Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders

**Person Responsible**

Arlene Kane

**Schedule**

Quarterly, from 9/15/2017 to 9/15/2017

**Evidence of Completion**

Student performance in ELA and Math will increase

**G1.B3.S7** Summer School extended learning opportunity for ELA and Math will be provided to students in grades K-5. 4

S280589

### **Strategy Rationale**

By providing students with additional instruction in targeted skills identified on FSA, TAG and/or STAR/SEL reports, increased learning and achievement will occur.

### **Action Step 1** 5

Provide Summer School to extend the learning opportunities and prevent academic regression.

#### **Person Responsible**

Arlene Kane

#### **Schedule**

On 7/20/2018

#### **Evidence of Completion**

May 2018 STAR End-of-year; August 2018 STAR Baseline

### **Plan to Monitor Fidelity of Implementation of G1.B3.S7** 6

Track attendance and examine weekly lessons/activities

#### **Person Responsible**

Arlene Kane

#### **Schedule**

Weekly, from 6/4/2018 to 7/20/2018

#### **Evidence of Completion**

Attendance rosters; teacher lesson plans



**Plan to Monitor Effectiveness of Implementation of G1.B3.S7** 7

Analyze weekly progress ELA and Math reports

**Person Responsible**

Arlene Kane

**Schedule**

Biweekly, from 6/4/2018 to 7/20/2018

**Evidence of Completion**

Student data will show increased gains in ELA and Math

**G1.B4 Large number of students lacking foundational math concepts** 2

 B264766

**G1.B4.S1** Classes will be organized in smaller numbers to facilitate intensive support for struggling students in grades 3-5. 4

 S280590

**Strategy Rationale**

With smaller class sizes teachers will be able to provide more individual attention to student needs and work in smaller groups to have a greater impact.

**Action Step 1** 5

The Assistant Principal and Principal will work to create student groupings and schedules in 3-5 that provide smaller class sizes.

**Person Responsible**

Ronda Amaya

**Schedule**

On 8/14/2017

**Evidence of Completion**

master schedules, class rosters, budget allocations

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Teachers will monitor STAR data closely and make adjustments to student groups based on students' most current needs

**Person Responsible**

Arlene Kane

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

STAR Math Screening Reports; STAR Math district data tracking spreadsheet; TAG reports; class rosters

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Teachers will track Math data immediately after a form of assessment is given via analysis of STAR Math screening reports, STAR Math district data tracking spreadsheets, TAG Math Reports, and student data chats will be conducted

**Person Responsible**

Arlene Kane

















**Schedule**

Weekly, from 9/14/2017 to 5/25/2018

***Evidence of Completion***

Student performance in Math will increase; student data folders & goal-setting sheets, class data walls

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.A1  A378304	Teachers will be trained to utilize the WIDA standards framework during PLC meetings and a staff...	Ballard, Marcile	8/14/2017	PLC agendas, PLC minutes, teachers will sign in to receive inservice point credit.	8/14/2017 one-time
G1.B4.S1.A1  A378314	The Assistant Principal and Principal will work to create student groupings and schedules in 3-5...	Amaya, Ronda	8/1/2017	master schedules, class rosters, budget allocations	8/14/2017 one-time
G1.B3.S6.MA1  M409841	Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders	Kane, Arlene	9/15/2017	Student performance in ELA and Math will increase	9/15/2017 quarterly
G1.B3.S6.MA1  M409842	Grade Levels/Teams will be allotted \$3,000 each for purchase of age/grade appropriate classroom...	Hernandez, Jennifer	9/15/2017	Purchase Proposals from each Team; purchase orders (balance monitored quarterly)	9/15/2017 one-time
G1.B3.S3.MA1  M409836	Advertise & hire staff member, and redistribute class/group sizes in grade 4	Amaya, Ronda	10/10/2017	advertisement; class and reading group rosters	10/27/2017 one-time
G1.B3.S6.A1  A378312	Teachers will select appropriate independent texts for classroom libraries	Hernandez, Jennifer	10/1/2017	purchase orders	2/28/2018 one-time
G1.B2.S1.MA1  M409829	Lesson plans will be reflective of SIOP strategies and student grouping will be based on WIDA data...	Kane, Arlene	8/10/2017	Teacher lesson plans will identify SIOP strategies used for each lesson, content and language objectives posted in every classroom, small group instruction for students based on the 4 language domains of WIDA, classroom walkthroughs	5/25/2018 weekly
G1.B2.S1.MA1  M409830	Administration will monitor PLC minutes, agendas, lesson plans, and conduct classroom walkthroughs...	Amaya, Ronda	8/10/2017	Monthly checks by administration to ensure grade level agendas and minutes are reflective of data-based discussions and decisions, common board configurations including content and language objectives, and lesson plans are inclusive of SIOP strategies.	5/25/2018 weekly
G1.B2.S1.A2  A378305	Teachers will be trained in implementation of the SIOP strategies for ELL students.	Lampkins, Christina	8/1/2017	Lesson plans, common board configurations, PLC agendas, inservice point credits	5/25/2018 monthly
G1.B4.S1.MA1  M409845	Teachers will track Math data immediately after a form of assessment is given via analysis of...	Kane, Arlene	9/14/2017	Student performance in Math will increase; student data folders & goal-setting sheets, class data walls	5/25/2018 weekly
G1.B4.S1.MA1  M409846	Teachers will monitor STAR data closely and make adjustments to student groups based on students'...	Kane, Arlene	8/10/2017	STAR Math Screening Reports; STAR Math district data tracking spreadsheet; TAG reports; class rosters	5/25/2018 monthly
G1.B3.S3.MA1  M409835	Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders	Moreland, Stephanie	10/27/2017	Student data will show gains in ELA and Math	5/25/2018 weekly
G1.B3.S3.A1  A378309	Hire an additional teacher to reduce class/group size thus create greater opportunity for students...	Amaya, Ronda	10/1/2017	teacher schedule; student roster	6/1/2018 one-time
G1.B3.S5.A1  A378311	Purchase planners for all students KG - 5	Ballard, Marcile	5/1/2018	purchase order; planner	7/13/2018 one-time
G1.B3.S7.MA1  M409843	Analyze weekly progress ELA and Math reports	Kane, Arlene	6/4/2018	Student data will show increased gains in ELA and Math	7/20/2018 biweekly
G1.B3.S7.MA1  M409844	Track attendance and examine weekly lessons/activities	Kane, Arlene	6/4/2018	Attendance rosters; teacher lesson plans	7/20/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S7.A1 A378313	Provide Summer School to extend the learning opportunities and prevent academic regression.	Kane, Arlene	7/2/2018	May 2018 STAR End-of-year; August 2018 STAR Baseline	7/20/2018 one-time
G1.B3.S5.MA1 M409840	Planners will be ordered and distributed to all students. Extra planners will be ordered to give to...	Ballard, Marcile	8/14/2017	Invoice for planners; copy of Curriculum Night PPT(s) excerpt(s) with planner explanation; copy of parent newsletter encouraging planner use	8/20/2018 annually
G1.MA1 M409847	PLC teams will analyze student data through standards tracking and progress monitoring.	Kane, Arlene	8/10/2017	PLC Agendas, Minutes, WIDA Standards Tracking Forms, STAR Progress Monitoring Reports, Excel Spreadsheets, and TAG Reports	9/28/2018 monthly
G1.B3.S1.MA1 M409831	Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders	Kane, Arlene	10/2/2017	Student data will show increased gains in ELA and Math	9/28/2018 monthly
G1.B3.S1.MA1 M409832	Track attendance and examine weekly lessons/activities	Kane, Arlene	10/2/2017	Attendance rosters; teacher lesson plans	9/28/2018 weekly
G1.B3.S1.A1 A378307	Saturday School will be offered to students in grade K-5 as an additional opportunity to increase...	Kane, Arlene	10/7/2017	Attendance rosters, STAR Growth Reports, Progress Monitoring Spreadsheets, TAG Reports	9/28/2018 weekly
G1.B3.S2.MA1 M409833	Analyze STAR reports, TAG reports, Progress monitoring spreadsheets, and student data folders	Lands, Valerie	10/2/2017	Student data will show increases in gains in ELA and Math	9/28/2018 monthly
G1.B3.S2.MA1 M409834	Track attendance and examine weekly lessons/activities	Lands, Valerie	10/2/2017	attendance rosters; lesson plans	9/28/2018 weekly
G1.B3.S2.A1 A378308	After school tutoring will be offered to students in grade K-5 as an additional opportunity to...	Lands, Valerie	10/1/2017	STAR Growth Reports, Progress Monitoring Spreadsheets, TAG Reports	9/28/2018 biweekly
G1.B3.S4.MA1 M409837	Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders	Kane, Arlene	10/1/2017	Student performance in ELA and Math will increase.	9/28/2018 quarterly
G1.B3.S4.MA1 M409838	Field trips, experiences, and Guest Speakers/Performers will be vetted by Administration to ensure...	Kane, Arlene	10/1/2017	Evidence will include the above-mentioned requests with description of standards, and list of approved activities with requisition details.	9/28/2018 every-3-weeks
G1.B3.S4.A1 A378310	Providing funds for grade level field trips and for performances and/or speaker, tied to learning...	Kane, Arlene	10/1/2017	a list of field trip by grade levels, a list of performers/speakers; purchase orders	9/28/2018 every-3-weeks
G1.B3.S5.MA1 M409839	Analyze STAR reports, TAG reports, progress monitoring spreadsheets & student data folders	Kane, Arlene	10/1/2017	Student performance in ELA and Math will increase	9/28/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** Tice Elementary will increase the proficiency of students in English Language Arts and Math.

**G1.B2** Large population of ESOL students who are not proficient in English

**G1.B2.S1** Teacher training will be provided on implementation of SIOP strategies for ELL's and accessing student WIDA reports.

### PD Opportunity 1

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

#### Facilitator

Marcile Ballard

#### Participants

Administration, Classroom Teachers

#### Schedule

On 8/14/2017

### PD Opportunity 2

Teachers will be trained in implementation of the SIOP strategies for ELL students.

#### Facilitator

Christina Lampkins, Lily Jamette, Luz Merced

#### Participants

Administration, Classroom Teachers

#### Schedule

Monthly, from 8/1/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Teachers will be trained to utilize the WIDA standards framework during PLC meetings and a staff meeting to analyze student data and drive instruction.				\$0.00
2	G1.B2.S1.A2	Teachers will be trained in implementation of the SIOP strategies for ELL students.				\$0.00
3	G1.B3.S1.A1	Saturday School will be offered to students in grade K-5 as an additional opportunity to increase achievement in ELA and Math.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	UniSIG		\$25,000.00
<i>Notes: Source of funding = UniSIG Grant</i>						
4	G1.B3.S2.A1	After school tutoring will be offered to students in grade K-5 as an additional opportunity to increase achievement in ELA and Math.				\$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	UniSIG		\$75,000.00
<i>Notes: Funding Source = UniSIG grant</i>						
5	G1.B3.S3.A1	Hire an additional teacher to reduce class/group size thus create greater opportunity for students to receive differentiated instruction based on their standards mastery data.				\$66,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	UniSIG		\$66,000.00
<i>Notes: Funding Source = UniSIG grant</i>						
6	G1.B3.S4.A1	Providing funds for grade level field trips and for performances and/or speaker, tied to learning activities related to the Florida Standards.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	UniSIG		\$8,000.00
<i>Notes: Funding Source = UniSIG grant</i>						
7	G1.B3.S5.A1	Purchase planners for all students KG - 5				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	UniSIG		\$2,000.00

Lee - 0381 - Tice Elementary School - 2017-18 SIP  
Tice Elementary School

<i>Notes: Funding Source = UniSIG grant</i>						
<b>8</b>	<b>G1.B3.S6.A1</b>	<b>Teachers will select appropriate independent texts for classroom libraries</b>				<b>\$26,220.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	UniSIG		\$26,220.00
<i>Notes: Source of funding = UniSIG Grant</i>						
<b>9</b>	<b>G1.B3.S7.A1</b>	<b>Provide Summer School to extend the learning opportunities and prevent academic regression.</b>				<b>\$29,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0381 - Tice Elementary School	Title, I Part A		\$25,000.00
<i>Notes: Funding Source for June = Title 1 grant (\$25,000.00)</i>						
			0381 - Tice Elementary School	UniSIG		\$4,200.00
<i>Notes: Funding Source for July = UniSIG grant</i>						
<b>10</b>	<b>G1.B4.S1.A1</b>	<b>The Assistant Principal and Principal will work to create student groupings and schedules in 3-5 that provide smaller class sizes.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$231,420.00</b>