



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tropic Isles Elementary School

5145 ORANGE GROVE BLVD

North Fort Myers, FL 33903

239-995-4704

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
No

Minority Rate
42%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Tropic Isles Elementary School

Principal

Brandy Macchia

School Advisory Council chair

Dale Wheeler

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brandy Macchia	Principal
Mary Idlette	Assistant Principal
Andrew Whitbred	Guidance Counselor
Janet Stovall	Teacher Leader
Arlene Kane	Teacher Leader
Helen Lundy	Resource Teacher
Jaime Cerabona	Reading Coach

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. SAC membership includes the following:

1. Dale Wheeler, SAC Chair
2. Trish Engvalson, Teacher, DAC Chair
3. Brandy Macchia, Administrator
4. Mary Idlette, Administrator
5. Arlene Kane, Teacher
6. David Harrawood, Business
7. Eliud Torres, Community

8. Amanda Singh, Parent
9. Mark Macchia, Parent
10. Anna Willin, Support Staff
11. Christinne Jonsson, Parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brandy Macchia		
Principal	Years as Administrator: 5	Years at Current School: 18
Credentials	Masters in Educational Leadership, Elementary Ed 1-6, School Principal, Gifted, National Board (Middle Childhood Generalist), ESOL (Endorsement)	
Performance Record	Tropic Isles has been an A school for last 10 years. In 2012-2013, 66% of students met high standards in Reading and 65% met high standards in Math. 71% made learning gains in Reading, 67% in Math. 76% of the lowest 25% made learning gains in Reading and 65% in Math. For the past 10 years, 100% of students have been tested.	

Mary Idlette		
Asst Principal	Years as Administrator: 20	Years at Current School: 19
Credentials	Masters in Educational Leadership, English 6-12, ESOL (Endorsement)	
Performance Record	Tropic Isles has been an A school for last 10 years. In 2012-2013, 66% of students met high standards in Reading and 65% met high standards in Math. 71% made learning gains in Reading, 67% in Math. 76% of the lowest 25% made learning gains in Reading and 65% in Math. For the past 10 years, 100% of students have been tested.	

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patricia Engvalson		
Part-time / District-based	Years as Coach: 3	Years at Current School: 5
Areas	Reading/Literacy	
Credentials		
Performance Record	Elementary Education K-6 ESOL Endorsement	

Phyllis Guarno

Part-time / District-based

Years as Coach: 1

Years at Current School: 9

Areas

Mathematics

Credentials

PreK-Primary Education
 Elementary Education 1-6
 National Board Certification

Performance Record**Mark McCreary**

Part-time / District-based

Years as Coach: 1

Years at Current School: 12

Areas

Science

Credentials

Elementary Ed 1-6
 ESOL

Performance Record**Amy Kuykendall**

Part-time / District-based

Years as Coach: 1

Years at Current School: 2

Areas

Reading/Literacy

Credentials

PreK-Primary
 Elementary Ed 1-6
 Masters - Curriculum Reading Instruction
 ESOL

Performance Record**Classroom Teachers****# of classroom teachers**

64

receiving effective rating or higher

61, 95%

Highly Qualified Teachers

100%

certified in-field

63, 98%

ESOL endorsed

48, 75%

reading endorsed

10, 16%

with advanced degrees

23, 36%

National Board Certified

6, 9%

first-year teachers

4, 6%

with 1-5 years of experience

11, 17%

with 6-14 years of experience

28, 44%

with 15 or more years of experience

21, 33%

Education Paraprofessionals**# of paraprofessionals**

18

Highly Qualified

18, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 their classroom presence. New teachers are partnered with veteran teachers as mentors. All teachers work collaboratively within their own 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 Goal Teams and PLC 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Each member of the school-based leadership team is involved in 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP include leadership team monthly meetings to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team utilizes the five-step problem solving process as outlined in the district's MTSS manual.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tropic Isles Elementary utilizes the district adopted data management system, Performance Matters. This system allows the leadership team access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom and student level data. These analyses assist with the tracking student progress, management of diagnostic, summative, and formative assessment data and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents includes district and school level support personnel to sustain the implementation of the MTSS process. The district provides training, coaching, modeling data analysis and guidance to assist

schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. School level personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 1,080

Three days prior to the actual teacher start date at the beginning of the school year are dedicated to high yield instructional strategies for teachers. Teachers worked together planning for instruction as well as needed Professional Development for the upcoming school year.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Student achievement data, administrative classroom walk-throughs and teacher observation provide data to determine the effectiveness of teacher collaboration, planning and Professional Development. The data is collected through various methods including formative and summative assessments for students as well as administrative classroom walk throughs and teacher observation evaluation checklists.

Who is responsible for monitoring implementation of this strategy?

Administration implements and monitors classroom walkthroughs and teacher observation evaluations. Student achievement data is monitored by the leadership team as well as all faculty members.

Strategy: Before or After School Program**Minutes added to school year:** 1,980

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student achievement data is collected and analyzed by the leadership team, goal teams and through collaborative PLC's to determine areas of academic need in core academic subjects as well as to determine students in need of support in specific academic areas.

Who is responsible for monitoring implementation of this strategy?

Tutoring program student achievement data is collected using formative measures to determine the effectiveness of the program. Data is analyzed on a bi-monthly basis. The PDSA problem-solving process is implemented to ensure and maintain the effectiveness of the program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Brandy Macchia	Principal
Jaime Cerabona	Reading Coach
Cassandra Romano	Reading Coach
Karen Serrell	Media Specialist
Arlene Kane	Teacher Leader

How the school-based LLT functions

The Literacy Leadership team at Tropic Isles meets on a monthly basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team assists in developing and implementing interventions that support student achievement.

Major initiatives of the LLT

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 new 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

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

All students are assessed prior to or upon entering 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	66%	No	75%
American Indian				
Asian				
Black/African American	59%	62%	Yes	63%
Hispanic	68%	54%	No	71%
White	75%	72%	Yes	78%
English language learners	35%	42%	Yes	42%
Students with disabilities	45%	27%	No	51%
Economically disadvantaged	68%	62%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	29%	31%
Students scoring at or above Achievement Level 4	160	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	179	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	49	70%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			80%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	68	49%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	65%	No	71%
American Indian				
Asian				
Black/African American	59%	54%	No	63%
Hispanic	62%	59%	No	66%
White	70%	71%	Yes	73%
English language learners	31%	58%	Yes	38%
Students with disabilities	42%	51%	Yes	48%
Economically disadvantaged	64%	61%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	158	37%	39%
Students scoring at or above Achievement Level 4	128	30%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	170	64%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	61%	63%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	36%	38%
Students scoring at or above Achievement Level 4	43	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	808	90%	92%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	47	5%	3%
Students who are not proficient in reading by third grade	55	34%	31%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase % of parents that attend at least one school related event	828	93%	94%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning.

Goals Detail

G1. Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning.

Targets Supported

- Writing
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Title I
- TIF Grant - Teacher Leaders
- Instructional Coaches
- Engaged staff
- MTSS/RtI System
- Professional Development
- NEAF Grant- Choosing Excellence

Targeted Barriers to Achieving the Goal

- Teachers new to school and new to grade level.
- New reading and math series.
- Lack of effective assessments and uncertainty as to whether it is predictive of student achievement.

Plan to Monitor Progress Toward the Goal

The process for using data collected to decide if progress toward the goal is satisfactory is the PDSA problem-solving model. Tropic Isles has created a Strategic Plan in which all goals and measures are monitored by all faculty members through goal teams. Goal teams consist of representatives from each grade level. Student achievement data is monitored through formative measures, and tracked towards year end goal progress.

Person or Persons Responsible

Administration and all faculty are responsible for monitoring the progress toward the goal of increasing student achievement gains system-wide by focusing on teaching and learning.

Target Dates or Schedule:

Grade level PLC teams meet weekly to analyze student data and share best practices. Goal teams meet monthly to analyze student achievement data and review and revise action plans to ensure student achievement success.

Evidence of Completion:

Evidence of completion of monitoring activities includes post-observation notes, weekly PLC meeting minutes, monthly Goal Team meeting minutes as well as the Tropic Isles Strategic Plan, used to monitor student achievement data. Goal Teams and grade level PLC teams create action plans in order to increase student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning.

G1.B1 Teachers new to school and new to grade level.

G1.B1.S1 New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

Action Step 1

New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

Person or Persons Responsible

Mary Idlette, Assistant Principal: Facilitator New Teacher Mentor Joy Hoffman N. McDonagh J. Kaufman S. Merchant C. Burch D. Ziruolo L. Hester V. Lands All staff members are responsible for supporting and monitoring those teachers new to grade levels to ensure student success by focusing on teaching and learning.

Target Dates or Schedule

Monitoring and support is ongoing throughout the school year. Mentors and mentees meet regularly to analyze data and conference. All faculty members meet weekly through PLC's, and monthly through Goal Teams and faculty meetings.

Evidence of Completion

Evidence of effectiveness of pairing of new teachers with veteran teachers can be found through administrative walk throughs, teacher observation, post observation conferences and end of the year teacher evaluation. Student achievement gains provide additional evidence of effectiveness.

Facilitator:

Mary Idlette, Assistant Principal

Participants:

Administration and faculty.

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

Monthly meetings, administrative classroom walkthroughs, teacher observation, post-observation self-evaluation

Person or Persons Responsible

Administration, mentors as well as all faculty members

Target Dates or Schedule

Ongoing all year, monthly meetings, classroom walk throughs as appropriate

Evidence of Completion

Student achievement data, teacher evaluation checklists, post-observation reflection conference notes

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 New reading and math series.

G1.B2.S1 Teacher Leaders and academic coaches will work within the classroom setting to assist and support teachers in implementing new curriculums for math and reading with fidelity.

Action Step 1

Teacher Leaders, one for reading, one for math, as well as reading and math academic coaches will work within the classroom setting with teachers to implement the new reading and math curriculum with fidelity. Collaboration of best practices through weekly PLC meetings as well as cross-grade level collaboration through monthly goal team meetings will enable sharing of best practices to support and assist teachers.

Person or Persons Responsible

Teacher Leaders, Academic Coaches and classroom teachers will work collaboratively to implement the new curriculum focusing on teaching and learning to support student achievement.

Target Dates or Schedule

Monitoring and support is ongoing throughout the school year. All faculty members meet weekly through PLC's, and monthly through Goal Teams and faculty meetings. Reading and math academic coaches meet monthly with district colleagues to share information and best practices.

Evidence of Completion

Student formative and summative assessments will provide evidence as to the effectiveness of the support and collaboration provided by Teacher Leaders and Academic Coaches. Additional evidence may be gathered through administrative walk-throughs and teacher observations and post observation conferences.

Facilitator:

Teacher Leaders, Academic Coaches, District level PD presenters.

Participants:

Administration and faculty.

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

Monthly meetings, administrative classroom walkthroughs, teacher observation, post-observation self-evaluation

Person or Persons Responsible

Administration, Teacher Leaders, Academic Coaches

Target Dates or Schedule

Ongoing all year, weekly PLC meetings, monthly Goal Team meetings, and monthly faculty meetings. Fidelity of implementation is also monitored through administrative classroom walk throughs as appropriate

Evidence of Completion

Student achievement data, formative and summative assessment evaluation, meeting minutes

Plan to Monitor Effectiveness of G1.B2.S1

Student achievement data as well as administrative classroom walk-through data will be monitored to ensure successful implementation of the Apples program. Benchmarks for success will include walk-through and observation checklists, self-reflection, and student achievement data analysis. Questionable or poor implementation will produce unfavorable checklist and observation ratings, as well as a decline in student achievement. Strategies to address unfavorable results are developed using the PDSA problem-solving process, including all parties involved.

Person or Persons Responsible

Administration, teachers, staff

Target Dates or Schedule

Administrative classroom walkthrough and observation data is collected through regularly scheduled meetings. Post observation conferences are conducted within the appropriate time-range following the walk-through or observation. Student achievement data is monitored and analyzed weekly, monthly and quarterly to ensure that there is a system-wide focus on teaching and learning.

Evidence of Completion

Evidence of monitoring activities include post-conference notes, observation and evaluation checklists, meeting agendas and minutes as well as regular analyzing of student achievement data through formative, summative and observable measures.

G1.B3 Lack of effective assessments and uncertainty as to whether it is predictive of student achievement.

G1.B3.S1 In order to increase student achievement gains system-wide by focusing on teaching and learning, it is necessary to analyze and evaluate assessments as to the effectiveness of the information they provide. All faculty members will assist in analyzing student formative and summative assessments as to the predictive alignment with student achievement. Student achievement data will be compared schoolwide as well as with district data as to the validity of the assessments.

Action Step 1

Faculty members will work together to determine the effectiveness and validity of formative and summative assessments in increasing student achievement gains. Using the PDSA problem-solving process, assessments will be evaluated using line-item analysis techniques and comparative data. Comparative data is also analyzed as students move through the tiers of the MTSS/RtI process. Student achievement data is compared by assessments to peer and district data. A+ Data team members, as well as all faculty members will use the Performance Matters data system to monitor and compare assessments within grade levels, as well as with district counterparts. Faculty members will participate in professional development opportunities that provide research-based information on using formative and summative assessments to increase student achievement.

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Student achievement data is monitored on a regular basis using various data collection methods. Individual student and classroom data is monitored weekly by teachers using the pinnacle grade book. PLC teams meet weekly to analyze student and grade level data. Goal teams meet monthly to analyze grade level and school wide data and monitor student progress toward goals. Grade level and school-wide student achievement progress toward goals is reported quarterly through goal teams to all staff members at faculty meetings.

Evidence of Completion

Student data folders, classroom data centers, and the school-wide Strategic Plan provide evidence of the progress of student achievement.

Facilitator:

District PD presenters, Teacher Leaders

Participants:

Administration and faculty

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

A+ Data team members will meet bi-monthly to evaluate and analyze student progress towards goals, as well as to monitor the effectiveness of formative and summative assessments for reading and math. NEAF school contacts and Steering Committee members will meet weekly to report on the effectiveness of the assessments as reported by teachers through weekly PLC team meetings. Teacher Leaders and Academic Coaches will monitor any developments or updates from the district regarding assessments or professional development through monthly coaches meetings on sharing information and best practices to implement the new series.

Person or Persons Responsible

Administration, A+ Data team members, NEAF school contacts, Teacher Leaders, Academic Coaches and all faculty members.

Target Dates or Schedule

Weekly, monthly, quarterly

Evidence of Completion

A+ Data team minutes, Steering Committee, Goal Team and PLC meeting minutes, Tropic Isles Strategic Plan and Goal team action plans. District Reading and Math Coaches meeting minutes.

Plan to Monitor Effectiveness of G1.B3.S1

Student achievement data as measured by formative and summative assessments in reading and math. Assessments include both new curriculum provided as well as district level measures (i.e. baseline and STAR Reading/Math). Progress is monitored through weekly PLC team data analysis as well as bi-monthly A+ Data team meetings and monthly goal team meetings. The PDSA problem solving process is used to monitor the effectiveness of the strategies, as well as to develop and implement action plans that address areas that produce unfavorable results.

Person or Persons Responsible

A+ Data team members, Steering Committee members, goal team members as well as all faculty members are responsible for the collection and analysis of student achievement data at various levels. Data is reported to parents through Pinnacle, shared among grade levels at PLC team meetings, and monthly at goal team meetings.

Target Dates or Schedule

A+ Data team members meet bi-monthly, grade level PLC team members meet weekly, and cross-grade level goal team members meet monthly. Twice yearly Student Led Conference are held where students share their own personal data with parents.

Evidence of Completion

Evidence of completion of monitoring can be found in meeting minutes which are posted to the school-wide Sharepoint site to be accessed by all staff members.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Tropic Isles Elementary will increase student achievement gains system-wide by focusing on teaching and learning.

G1.B1 Teachers new to school and new to grade level.

G1.B1.S1 New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

PD Opportunity 1

New teachers will participate in the Apples program and be paired with a veteran mentor teacher for support in all areas, including implementation of curriculum, classroom management and parent communication. Teachers new to the grade level will participate in grade level PLCs to collaborate with their colleagues, analyze student data, and implement the PDSA problem-solving process in order to increase student achievement

Facilitator

Mary Idlette, Assistant Principal

Participants

Administration and faculty.

Target Dates or Schedule

Monitoring and support is ongoing throughout the school year. Mentors and mentees meet regularly to analyze data and conference. All faculty members meet weekly through PLC's, and monthly through Goal Teams and faculty meetings.

Evidence of Completion

Evidence of effectiveness of pairing of new teachers with veteran teachers can be found through administrative walk throughs, teacher observation, post observation conferences and end of the year teacher evaluation. Student achievement gains provide additional evidence of effectiveness.

G1.B2 New reading and math series.

G1.B2.S1 Teacher Leaders and academic coaches will work within the classroom setting to assist and support teachers in implementing new curriculums for math and reading with fidelity.

PD Opportunity 1

Teacher Leaders, one for reading, one for math, as well as reading and math academic coaches will work within the classroom setting with teachers to implement the new reading and math curriculum with fidelity. Collaboration of best practices through weekly PLC meetings as well as cross-grade level collaboration through monthly goal team meetings will enable sharing of best practices to support and assist teachers.

Facilitator

Teacher Leaders, Academic Coaches, District level PD presenters.

Participants

Administration and faculty.

Target Dates or Schedule

Monitoring and support is ongoing throughout the school year. All faculty members meet weekly through PLC's, and monthly through Goal Teams and faculty meetings. Reading and math academic coaches meet monthly with district colleagues to share information and best practices.

Evidence of Completion

Student formative and summative assessments will provide evidence as to the effectiveness of the support and collaboration provided by Teacher Leaders and Academic Coaches. Additional evidence may be gathered through administrative walk-throughs and teacher observations and post observation conferences.

G1.B3 Lack of effective assessments and uncertainty as to whether it is predictive of student achievement.

G1.B3.S1 In order to increase student achievement gains system-wide by focusing on teaching and learning, it is necessary to analyze and evaluate assessments as to the effectiveness of the information they provide. All faculty members will assist in analyzing student formative and summative assessments as to the predictive alignment with student achievement. Student achievement data will be compared schoolwide as well as with district data as to the validity of the assessments.

PD Opportunity 1

Faculty members will work together to determine the effectiveness and validity of formative and summative assessments in increasing student achievement gains. Using the PDSA problem-solving process, assessments will be evaluated using line-item analysis techniques and comparative data. Comparative data is also analyzed as students move through the tiers of the MTSS/RtI process. Student achievement data is compared by assessments to peer and district data. A+ Data team members, as well as all faculty members will use the Performance Matters data system to monitor and compare assessments within grade levels, as well as with district counterparts. Faculty members will participate in professional development opportunities that provide research-based information on using formative and summative assessments to increase student achievement.

Facilitator

District PD presenters, Teacher Leaders

Participants

Administration and faculty

Target Dates or Schedule

Student achievement data is monitored on a regular basis using various data collection methods. Individual student and classroom data is monitored weekly by teachers using the pinnacle grade book. PLC teams meet weekly to analyze student and grade level data. Goal teams meet monthly to analyze grade level and school wide data and monitor student progress toward goals. Grade level and school-wide student achievement progress toward goals is reported quarterly through goal teams to all staff members at faculty meetings.

Evidence of Completion

Student data folders, classroom data centers, and the school-wide Strategic Plan provide evidence of the progress of student achievement.

Appendix 2: Budget to Support School Improvement Goals