

The School District of Lee County

Tice Elementary School



2021-22 Schoolwide Improvement Plan

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Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

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

Demographics

Principal: Cherise Trent

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (58%) 2016-17: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To foster a love of learning and to encourage students to do their personal best, by providing a safe environment that promotes academic, social, and emotional growth.

Provide the school's vision statement.

To prepare each student to reach his/her highest potential.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Trent, Cherise	Principal	Mrs. Trent serves as the instructional leader of Tice Elementary School. As principal, she maintains processes that ensure that students are able to reach their personal best, in a safe environment, that promotes academic, social, and emotional growth.
Riemenschneider, Katie	Assistant Principal	Mrs. Riemenschneider serves as the assistant principal. In this role, she supports the goal to provide a safe environment that allows students to do their personal best, promoting the academic, social, and emotional growth for all students.
Orlando, Dayna	Other	Ms. Orlando serves as the PCT for Tice Elementary School. In this role, she teaches students for a portion of the day and also Coaches teachers the other part of the day. She assists in collecting and sharing data and provides professional development for the staff. In addition, Ms. Orlando meets regularly with district leaders for leadership training and additional support from district ELA leadership in order to ensure grades 3-5 are on pace and following the instructional guides.
Martin, Crystal	Math Coach	Ms. Martin serves as the Math Coach at Tice Elementary School. In this role, she teaches students, coaches teachers, and models high yield instructional strategies. She assists in collecting and monitoring data and provides professional development to staff. In addition, Ms. Martin meets regularly with district math leaders, ensuring teachers are on pace and following the instructional guides.
Weiss, Karleen	Reading Coach	Ms. Weiss serves as the k-2 Literacy Coach at Tice Elementary School. In this role, she models high yield instructional strategies for teachers and coaches them to success. She monitors and collects data related to Literacy. In addition, she provides professional development to staff related to ELA. In addition, Ms. Weiss regularly meets with district ELA leaders in order to ensure grades k-2 are on pace and following the instructional guides.
Atkins, Alyssa	Science Coach	Ms. Atkins serves as the Science Coach at Tice Elementary School. In this role, she teaches science lessons to students and coaches teachers in science, sharing high yield instructional strategies. In addition, she supports instructors by gathering and planning science lessons, ensuring materials are ready for in-class instruction. She also hosts a science lab and science intervention. In addition, she meets regularly with district science leaders, ensuring that grade levels are on pace and following the instructional guides.

Demographic Information

Principal start date

Monday 9/20/2021, Cherise Trent

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

552

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	89	88	93	88	107	0	0	0	0	0	0	0	552
Attendance below 90 percent	10	23	24	26	22	34	0	0	0	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	19	24	14	36	0	0	0	0	0	0	0	102
Course failure in Math	0	5	12	16	7	49	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	26	50	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	17	45	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	15	22	27	55	0	0	0	0	0	0	0	125

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	8	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported**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	
Number of students enrolled	91	86	84	97	104	87	0	0	0	0	0	0	0	549
Attendance below 90 percent	8	10	10	5	9	6	0	0	0	0	0	0	0	48
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	9	20	24	8	0	0	0	0	0	0	0	66
Course failure in Math	0	5	1	15	7	5	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	10	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	2	14	22	12	0	0	0	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

2020-21 - Updated**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	
Number of students enrolled	91	86	84	97	104	87	0	0	0	0	0	0	0	549
Attendance below 90 percent	8	10	10	5	9	6	0	0	0	0	0	0	0	48
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	9	20	24	8	0	0	0	0	0	0	0	66
Course failure in Math	0	5	1	15	7	5	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	10	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	2	14	22	12	0	0	0	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	57%	57%	43%	55%	56%
ELA Learning Gains				45%	56%	58%	64%	53%	55%
ELA Lowest 25th Percentile				53%	50%	53%	64%	47%	48%
Math Achievement				64%	62%	63%	53%	61%	62%
Math Learning Gains				71%	65%	62%	67%	59%	59%
Math Lowest 25th Percentile				56%	54%	51%	62%	46%	47%
Science Achievement				37%	52%	53%	53%	54%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	58%	-26%	58%	-26%
Cohort Comparison						
04	2021					
	2019	32%	55%	-23%	58%	-26%
Cohort Comparison		-32%				
05	2021					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	61%	-8%	62%	-9%
Cohort Comparison						
04	2021					
	2019	62%	62%	0%	64%	-2%
Cohort Comparison		-53%				
05	2021					
	2019	63%	58%	5%	60%	3%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	50%	-14%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/6.3	10/11.6	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/25	0/0
	English Language Learners	0/0	1/1.8	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/5.1	11/12.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/25	0/0
	English Language Learners	2/3.7	3/3.6	0/0
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/4.8	9/10.6	2/22.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/1.6	4/6.3	2/28.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	12/14.5	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	6/9.5	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/12.4	19/21.1	22/24.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	3/6	5/10.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1.2	12/13.3	22/24.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/2	5/10.2
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/15.2	17/20.2	18/22
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/16.7	1/16.7
	English Language Learners	0/0	2/5	2/5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2.6	14/17.1	17/20.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/20	1/16.7
	English Language Learners	0/0	2/5.1	3/7.5

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/15.6	13/19.7	14/21.5
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/2.7	2/5.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/7.8	11/16.9	13/19.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	2/5.4
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/23	10/15.6	22/36.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/3	1/2.9	5/15.6

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	45	27		55	45		20				
ELL	22	21	24	38	25	33	16				
BLK	33			47							
HSP	31	23	21	42	20	25	28				
FRL	30	27	25	43	24	29	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	33		36	85						
ELL	30	49	50	57	67	57	31				
BLK	31			46							
HSP	36	47	55	65	72	58	36				
WHT	60			70							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	35	45	63	60	71	59	28				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	62	55	27	64	62	15				
ELL	30	58	61	49	70	57	47				
BLK	53	50		33	50						
HSP	41	66	69	54	68	65	53				
WHT	47			64							
FRL	44	64	61	54	67	62	52				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends show that students have demonstrated a decrease in academic learning gains and proficiency in ELA & Science. Math appears to be a strength of Tice students, comparatively.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science showed the greatest negative trend of all subjects. Science proficiency dropped from 53% in 2018 to 37% in 2019. This subject shows the greatest need for improvement. However, the performance in ELA is also a negative trend and also needs to be of great importance.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Science scores are reported to have decreased due to a change in how the school reports that they addressed science in the year following 2018. Staff that were present in 2018 report that having a science coach and monitoring progress was a positive feature of 2018 success.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math showed the greatest improvement from 2018 to 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Math appears to continue to be the subject that students demonstrate the most success in due to less reading needs. Hundreds of students at the school are English Language Learners and having less text has been an advantage for them.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning in Math, all students are utilizing Reflex Math- which provides practice for Math Fluency. Students have demonstrated that math fluency has impacted their ability to do multiple step problems, for example. At the Quarter 1 math meeting, it was announced that Tice was in the top 3 schools of math facts mastered, via Reflex math, for the district. In order to accelerate learning in ELA, a focus on the foundational skills was implemented. A literacy coach has been hired and assists classroom teachers in planning and models lessons. A PCT was also hired to assist in this process. Weekly PLC's and common planning has been implemented, in addition to strategic planning for Professional Development. Teacher representatives meet with the district for Leading & Learning in Science, Math, and ELA. Those representatives meet with their grade level teams to ensure learning is shared. Data is monitored through district assessments. Data is tracked by classroom teachers, students, coaches, and administrators. Before & After school tutoring has provided increased time for learning. In addition, the master schedule has been edited to ensure academic time for Core instruction and intervention is provided daily.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Every month, a Florida Teacher of the Year provides professional development, focused on the needs of the staff, including, for example, differentiation. In addition, district leaders, the school PCT, Intervention Team, and Coaches have provided professional development based on the specific needs of the school. PD is provided via Zoom, online learning, and face-to-face presentations. PD is on-going and plentiful.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to build capacity, systems are created to ensure sustainability. The master schedule, PLC documents, data tracking systems, and lesson plans, for example, are all saved in a shared google drive with all educators and administrators at the school. A PLC room was established, with a system in place for tracking and monitoring data. Posters created for tracking data have been saved in a shared folder for on-going use. The after school programs have been created and funded through an on-going grant, providing long term funding. Roles have been defined for staff to ensure a structure of checks/balances are on-going. An Intervention Team has been established, ensuring the social, emotional, and academic needs of students are met. Other teams have been formed and have set meeting times to ensure a lasting process is created, including PBIS, Threat Assessment, Crisis Team, Leadership Team, New Teacher Program, and more. Leadership opportunities have been provided to a variety of staff, including grade chairs and Leading & Learning Representatives, for example, in order to build capacity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus	Math proficiency has been selected as an area of focus because it was 38% in 2020-2021.
Description and Rationale:	This current proficiency level is below the district and state average and therefore, needs improvement.
Measurable Outcome:	Tice Elementary will increase to 60% proficient in Math, from 38% in 2020-21.
Monitoring:	In order to ensure the goal is met, the team will work together to ensure that a representative from each grade level attends "Leading & Learning" in math monthly and shares learning with their grade level. In addition, the Math Coach will meet regularly with district math leaders and will work closely with grade levels to ensure they are on pace and following the instructional guides. In addition, the Math coach will model lessons to teachers, demonstrating high yield instructional strategies and will also provide professional development to teachers. Students will engage in iReady lessons and Reflex math, before & after school tutoring, and will monitor data. Weekly PLC's will ensure teachers and coaches are monitoring data & planning/implementing differentiation in math for all students on the grade level. Support staff will push-in during Math intervention daily.
Person responsible for monitoring outcome:	Cherise Trent (mariem@leeschools.net)
Evidence-based Strategy:	Coaches will provide professional development related to Math and will assist in monitoring/pulling data. Teachers will monitor and pull data in order to make instructional decisions. The master schedule will be carefully reviewed and edited in order to provide daily math intervention and push-in support. Before and after school tutoring will be provided. Weekly PLC's will be provided and monitored in a room filled with current data. Students will have a data binder, monitoring their progress. The math coach will model teaching in order to increase high yield instructional strategies for all teaching staff. Intervention groups will provide the opportunity for differentiation and PD related to Differentiation will be provided. Walk-throughs and data chats will provide additional support/feedback to teaching staff. Participation in district progress monitoring will allow for monitoring of progress. Using IReady & Reflex math will increase math fluency.
Rationale for Evidence-based Strategy:	Planning for differentiation and high yield instructional strategies is a research-based, supported strategy for increasing academic achievement. Monitoring PLC's and professional development will provide evidence of implementing plans. Reflecting on and revising the master schedule for increased push-in support and strong use of time will increase the teacher to student ratio and time for student learning. Providing free before and after school tutoring will also increase the opportunity for student learning. Utilizing technology to increase math fluency has been proven to increase fluency in foundational skills. Specific feedback about performance, along with coaching, will increase high yield instructional strategies for instructional staff.

Action Steps to Implement

Implement a free before & after school tutoring program that includes math. (responsible parties: Math Coach, 21st Century Grant Coordinator, After School Tutor Coordinator, and Admin)

Person Responsible [no one identified]

Increase the use of Reflex Math & iReady Math lessons by students (responsible parties: Math Coach, PCT, Classroom Teachers, and Admin)

Person
Responsible [no one identified]

Host weekly PLC's, to include a math focus every other week, that allows for monitoring of data and planning for differentiation. (responsible parties: Classroom teachers)

Person
Responsible [no one identified]

Provide professional development related to differentiation (responsible: Math Coach, PCT, and Admin) and model teaching math (Math Coach)

Person
Responsible [no one identified]

Lesson Plans to include differentiation in math. (responsible: Classroom teachers; admin; coaches)

Person
Responsible [no one identified]

Revision of Master Schedule to include time for daily math intervention, with push-in support. (responsible parties: Admin)

Person
Responsible [no one identified]

A grade level representative will attend monthly "Leading & Learning" in Math and will share learning with the team. (responsible: Leading & Learning representative from each grade level; PLC agenda as evidence; Leading & Learning sign-in as evidence)

Person
Responsible [no one identified]

Administrative Classroom Walk-Throughs will be completed in order to give feedback to instructional staff. (responsible parties: Administration)

Person
Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

The ELA proficiency at Tice was 28% in 2020-2021. This is below the state and district averages and therefore, demonstrates an Area of Focus.

Measurable Outcome:

In 2021-2022, Tice Elementary ELA Proficiency will increase to 52% proficient.

Monitoring:

In order to achieve this goal, the team will implement several strategies. Before and After school tutoring will be provided. After school tutoring will include both 21st Century Grant and academic tutoring programs. Certified instructors will provide academic tutoring. In addition, an ELA club will be offered before school. Teachers will participate in weekly PLC's, to include ELA data monitoring and planning for intervention/differentiation/enrichment. Leading & Learning ELA leaders selected. Professional development, focused on Differentiation, will be provided by the Coaches. An intervention team will be established to ensure accommodations/interventions provided to students. Lesson plans will be submitted weekly, to include plans for intervention/differentiation. The master schedule will be revised/reviewed in order to establish daily intervention time for ELA and push in support for each grade level. Students will have data binders in order to monitor their progress. All classes will participate in district progress monitoring.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Free Before & After School tutoring programs provide additional time for learning. Intervention provides an opportunity to give each student "what they need". Leading & Learning representatives are provided with evidence based strategies for teaching ELA. This learning will be shared with each team, as evidenced in agendas. Accommodations/interventions provide each student with the support they need to be successful. Walk-throughs and lesson plans provide evidence of planning/implementation. Progress monitoring, data binders, and data chats provide opportunities to make academic decisions and determine effectiveness of strategies.

Rationale for Evidence-based Strategy:

Planning for differentiation and high yield instructional strategies is a research-based, supported strategy for increasing academic achievement. Monitoring PLC's and professional development will provide evidence of implementing plans. Reflecting on and revising the master schedule for increased push-in support and strong use of time will increase the teacher to student ratio and time for student learning. Providing free before and after school tutoring will also increase the opportunity for student learning. Specific feedback about performance, along with coaching, will increase high yield instructional strategies for instructional staff.

Action Steps to Implement

Before and After School tutoring will be provided, with a focus on ELA. (person responsible: PCT & After school tutoring leaders)

Person Responsible

[no one identified]

Representatives from each grade level will attend district ELA Leading & Learning meetings and share with grade level teachers their learning (Person Responsible: Leading & Learning Representatives from Each Grade Level)

Person Responsible [no one identified]

District ELA Progress Monitoring will be provided to students. (Person Responsible: Grade level teachers)

Person Responsible [no one identified]

Progress Monitoring Assessments will be monitored & tracked. (Person Responsible: Grade level teachers, students, and PCT & Literacy Coach).

Person Responsible [no one identified]

Teachers will utilize district pacing guides and Instructional Guides in order to plan lessons and stay on pace. (person Responsible: Classroom teachers and Grade Chairs)

Person Responsible [no one identified]

Professional Development will be provided, with a focus on Differentiation. (Person Responsible: Administration)

Person Responsible [no one identified]

The Master Schedule will be revised as needed to ensure that both Core Instruction and Intervention time is provided daily for students (Person Responsible: Administration)

Person Responsible [no one identified]

Interventions and Accommodations will be provided to students as indicated on IEPs, 504 Plans, or MTSS tiers. (Person Responsible: Intervention Team, Classroom Teachers)

Person Responsible [no one identified]

Classroom teachers will be supported through feedback by administration, Coaches, Intervention Team, and PCT as needed. (Persons Responsible: Classroom teachers, Intervention Team, Coaches, Admin, PCT)

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	The Tice ESSA subgroup, Black/African American, demonstrated proficiency below 41% in ELA, according to the Federal Index.
Measurable Outcome:	The ESSA subgroup, Black/African American, will demonstrate 42% proficiency in ELA, compared to 39% in 2019.
Monitoring:	Black/African American students will be invited to before and after school tutoring. In addition, each student will have a data binder to monitor their progress. Teachers will participate in weekly PLC's, monitoring data and planning intervention/enrichment/differentiation. The Master Schedule will be revised in order to establish intervention time for ELA and include push in support for each grade level. Progress Monitoring, through district assessments, will provide evidence of learning and growth- and will allow for academic decisions. Student data will be monitored via assessments- and visually- in the PLC room data wall. A new Intervention Team will monitor the progress of students. In addition, they will ensure that those getting accommodations are getting what they need throughout the year. All students will utilize iReady technology to participate in both assessment and lessons for their ability level.
Person responsible for monitoring outcome:	Cherise Trent (mariem@leeschools.net)
Evidence-based Strategy:	Progress Monitoring and data analysis enables instructors to make instructional decisions related to the needs of students. PLC's & data chats provide the opportunity to have discussions and planning for intervention. Before & After school tutoring provides for additional time for learning, enrichment, & intervention. Ensuring the master schedule provides for daily intervention, with push in support, will provide additional support for students. Utilizing high interest technology that adjusts to the needs of individual students will support learning goals.
Rationale for Evidence-based Strategy:	Creating processes for learning, with daily time allocated, will provide opportunities for learning. Ensuring processes are followed, through lesson plans, PLC agendas & minutes, and data chats will provide a check system for ensuring needs are met. In addition, progress monitoring and data monitoring will provide evidence of learning.

Action Steps to Implement

The Master Schedule will be revised to ensure Intervention is provided daily, with push-in support.
(responsible parties: Administration)

Person Responsible [no one identified]

Before & After School Programs will be offered to students in order to increase academic time.
(responsible Parties: coaches, PCT, after school coordinator, 21st Century Grant Coordinator)

Person Responsible [no one identified]

Teachers will participate in weekly PLC's to include discussion of data & intervention strategies.
(responsible parties: Classroom teachers; Coaches; Admin)

Person
Responsible [no one identified]

The Intervention Team will monitor data in order to make recommendations for MTSS or ESE, as needed.
(responsible parties: Intervention team; classroom teachers)

Person
Responsible [no one identified]

Students will utilize iReady technology for individual academic lessons. (responsible parties: Students; classroom teachers)

Person
Responsible [no one identified]

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	In 2019-20 (Quarter 3), Science data was at 29% proficiency. This level was below the state and district levels. In addition, the science proficiency was below the school ELA proficiency level. Therefore, the students have the reading ability to perform at a higher level in science.
Measurable Outcome:	Tice Elementary Grade 5 students will achieve 55% proficiency in science in the 2021-22 school year.
Monitoring:	In order to monitor this goal, Tice staff will work together. Progress monitoring will be accomplished through the use of district Exemplars and Comprehensive Checks. Teachers will monitor proficiency levels, tracking them for the grade level, class, and individual student. The Science Coach will provide weekly investigations for all grade 5 (and other grade level) students. Science Intervention time will be provided both with coach support and in classrooms. Teachers will ensure that spiral reviews are completed daily. Teachers will participate in Professional Development, planning, and PLCs related to science. A Science Leading & Learning representative will attend district science PD and will share learning with the grade level. Teachers will monitor the district pacing guide to ensure that they are on track for meeting the standards for their grade level.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Monitoring Data, participating in Professional Learning Communities, common planning, and tracking data are research based strategies related to increasing learning gains. Hands-on investigations and daily review of science standards will provide students with daily opportunities for growth. Teachers engaging in professional development related to science will enable them to continually grow in their ability to teach the content. Students participating in district progress monitoring will provide the opportunity for re-teaching and will demonstrate how students are doing in the content area.
Rationale for Evidence-based Strategy:	The strategies selected have proven effective in other schools. District support include district science leaders providing pacing guides, spiral review and investigation support, Leading & Learning trainings and on-site planning. All of those supports will be utilized. In addition, we have added a Science Coach this year and the coach is providing teacher support, in class investigations, student teaching, modeling, and intervention support. This has shown to be a valuable addition to the school. The school has created a tracking system for monitoring data, including science.

Action Steps to Implement

District Exemplars & Comprehensive Checks will be administered. (Person responsible: Teachers)

Person Responsible [no one identified]

District Exemplars & Comprehensive Check Data will be tracked. (Responsible Person: Teachers & Students)

Person Responsible [no one identified]

Spiral Reviews will be provided Daily. (Person Responsible: Classroom Teachers)

Person Responsible [no one identified]

Leading & Learning Science Representatives will participate in Science district meetings AND share their learning with their grade level teams (Person Responsible: Leading & Learning Science Representative per Grade Level; Grades 3-5)

Person Responsible [no one identified]

Grade 5 Science students will engage in 2x weekly Science investigations with the Science Coach. (Person Responsible: Science Coach & Classroom Teachers)

Person Responsible [no one identified]

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: ELL students will increase proficiency in science. There was a significant decline in ELL Science proficiency between 2018 to 2019. Although the 2019 ELL Science proficiency was similar to the 2019 ELA proficiency, in the prior year, ELL students demonstrated a significantly higher science proficiency than ELA. ELL students had the lowest science proficiency at Tice during the 2019 assessment (31%).

Measurable Outcome: ELL students will increase from 31% proficiency (2019) in science to 50% proficiency in science during the 2021-22 school year.

Monitoring: Science data will be monitored through district Exemplars and Comprehensive Checks. Final data will be derived from FSA scores.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Progress monitoring, through Exemplars and Comprehensive Checks, will be utilized. Progress monitoring is a research based strategy for assessing progress. Students will engage in weekly hands-on investigations with the support of the Science Coach. In addition, they will participate in weekly intervention for science with the support of the Science Coach. Daily, students will engage in science lessons, spiral reviews, investigations, journaling, and other projects with the classroom teacher.

Rationale for Evidence-based Strategy: Progress monitoring provides on-going assessment to ensure that progress is being made. It also provides the opportunity to determine the needs for intervention and enrichment. Exemplars and Comprehensive checks in science are provided by the district. Providing spiral reviews, hands-on science lessons, science journaling, and other projects have been shown to increase science proficiency in schools. Adding a Science Coach provides on-going support to teachers and students, ensuring the pacing guides are followed and lessons are modeled by a high yield instructional teacher.

Action Steps to Implement

Teachers will administer the Science Exemplars and Comprehensive Checks to students. (Responsible Person: Teachers; Monitored by Coaches)

Person Responsible [no one identified]

Teachers and students will track performance on Exemplars & Comprehensive Checks (Responsible Person: Teachers & Students; monitored by Coaches)

Person Responsible [no one identified]

Science Coach will provide weekly hands-on investigations for students. (Responsible Person: Science Coach)

Person Responsible [no one identified]

Teacher representatives will attend District Science leading & learning meetings and share out their learning with their grade level. (responsible person: grade level representatives)

Person Responsible [no one identified]

Students will track their progress on Science Standards. Responsible Party: Students with teacher checks.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to "Safe Schools for Alex", Tice scored "very low" for school incidents. Therefore, safety is a positive feature of Tice Elementary School. However, in order to continue to provide a safe and orderly environment, the PBIS program was strengthened. A team, represented by teachers and support staff from each grade level and administration meets monthly to plan and implement positive programming and to monitor & share data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to build a positive school culture, a PBIS team was created. A PBIS Team Leader was selected and they meet monthly in order to plan to build a positive school culture and environment for staff and students. The PBIS team created a quarterly celebration of positive choices. In addition, there are layers of recognition efforts including daily TV news "shout outs" for positive choices, weekly "Eagles of the Week" (student role model recognition program), and Principal's Shout Out book. In addition, students are recognized for academics through quarterly honor rolls awards and through making academic gains in assessments. Each year, students and staff are recognized individually on "POP Day"- which provides hand-written notes to every student and staff for the positive things they have accomplished. Attendance awards are also given quarterly and daily. Quarterly celebrations provide an opportunity to connect student learning with families. Staff are recognized through a variety of plans that include jeans days, Golden Apple Teacher Recognition, attendance, gift card drawings, treat carts, luncheons, school supply give-aways, awards, positive statements, daily emails of positive statements, shout outs, and academic learning gain recognitions. In addition, business partners have played an important role in supporting the staff and students through donations and volunteerism to meet the academic, social, and emotional needs of staff and students. Further, newsletters and the use of social media has contributed to promoting a positive school culture through showcasing the positive things happening at Tice. In addition professional development has been strategic and is planned to not only support the needs of the staff, but also to

elevate and inspire them. For example, a Florida Teacher of the Year has been scheduled to meet with the educational staff of the school every month for PD. In addition, the custodial staff/building crew has been tasked to provide strategic cleaning and addressing of needs of the building to provide a positive and safe atmosphere. A local artist created a mural at the school to increase school pride. A business partner donated artwork for hallways and corridors and grants have provided butterfly gardens. Spirit days are scheduled weekly to increase school pride. All students were provided with 100% of their school supplies and families are fed for holidays. Christmas gifts are provided to hundreds of students. Shoes are provided to those in need. In addition, the cafeteria staff provides breakfast, lunch and dinner to students daily. The Tice team works together to meet the academic, social, emotional, and fundamental needs of students and staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include staff, community partners, and business partners. A PBIS leader has been established in order to meet with a PBIS team, consisting of representatives from each grade level, administration, and support staff. Business partners are an integral part of creating a positive school culture. Business partners include JN Ding Darling National Wildlife Refuge, local churches and RV parks, the Santa Claus Society, the Foundation for Lee County Public Schools, Futrals Feed Store, and much more. Administration and the Parent Involvement Specialist work together to develop and retain these partners. Quarterly Title 1 events are planned by the Title 1 PFEP Committee, as approved by SAC, and provide a positive opportunity to connect students, staff, and families. The Administration oversees the Title 1 process. The cafeteria manager oversees her team to ensure students are fed breakfast, lunch, and dinner-through funding and planning. The Building Supervisor and Head Custodian oversee the needs of the building and cleaning of the facilities. The administration provides daily positive messages to staff via social media, website, newsletters, emails, and face-to-face interactions. The Secretary to the Principal oversees the front office crew to ensure a positive atmosphere is maintained for parent/community interactions. The Parent Involvement Specialist and Administration maintains positive relationships with stakeholders to provide a variety of opportunities for students. In addition, grants are written by administrators and teaching staff in order to increase academic support for the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00