

The School District of Lee County

Tropic Isles Elementary School



2021-22 Schoolwide Improvement Plan

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Tropic Isles Elementary School

5145 ORANGE GROVE BLVD, North Fort Myers, FL 33903

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

Demographics

Principal: Robert Mazzoli

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 Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (47%) 2016-17: C (47%)
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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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	55%

School Grades History

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

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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.

Impacting the world by creating leaders, learners, and innovators.

Provide the school's vision statement.

To be a national role model for academic excellence.

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
Mazzoli, Robert	Principal	
Rendon, Kristina	Assistant Principal	

Demographic Information

Principal start date

Monday 9/20/2021, Robert Mazzoli

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.*

1

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

737

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	128	107	134	122	117	129	0	0	0	0	0	0	0	737
Attendance below 90 percent	14	35	38	27	19	25	0	0	0	0	0	0	0	158
One or more suspensions	1	1	2	0	1	0	0	0	0	0	0	0	0	5
Course failure in ELA	3	13	15	25	31	21	0	0	0	0	0	0	0	108
Course failure in Math	4	10	7	17	28	26	0	0	0	0	0	0	0	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	29	45	0	0	0	0	0	0	0	81
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	30	38	0	0	0	0	0	0	0	75
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	3	10	12	21	36	40	0	0	0	0	0	0	0	122

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	4	0	0	7	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0		

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				47%	57%	57%	49%	55%	56%
ELA Learning Gains				47%	56%	58%	41%	53%	55%
ELA Lowest 25th Percentile				49%	50%	53%	45%	47%	48%
Math Achievement				46%	62%	63%	54%	61%	62%
Math Learning Gains				48%	65%	62%	54%	59%	59%
Math Lowest 25th Percentile				41%	54%	51%	35%	46%	47%
Science Achievement				43%	52%	53%	49%	54%	55%

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?

Tropic Isles recognizes a decline in all grade levels in ELA proficiency. 83% of our LY subgroup in K-5 were below proficiency in ELA based off progress monitoring and standardized assessments administered during the 2020-2021 school year. 86% of students in K-5 with documented disabilities performed below proficiency in ELA based on progress monitoring and standardized assessments administered during the 2020-2021 school year.

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

Data based on progress monitoring and state assessments, demonstrate the need for improvement within the ELA Reporting Category of Key Ideas and Details and Text-Based Writing. Within the category of Key Ideas and Details, students earned on average 46% of the possible points. Within the category of Text-Based Writing, 9% of students earned a passing score of 8 or higher. These areas present the greatest opportunity for improvement.

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

The progress monitoring data shows that the majority of students in grades 3-5 are reading 1-2 years below grade level and lack the foundational skills of phonics. Hybrid instructional models and pandemic absenteeism of students and staff impacted instructional consistency. Identified students are receiving targeted intervention in phonics using research based curriculum being delivered by a reading endorsed effective, or highly effective teacher.

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

Data shows that the students in the L25 subgroup experienced an increase in learning gains by a total of 20% in grades 4-5.

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

Strategic intervention specific to individual student need was implemented school-wide. Maximization of school staff including resource teachers, administration, and paraprofessionals in the master schedule.

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

Data analysis is a school-wide focus. Classroom data walls, student data folders, and teacher data folders are used regularly for reflection and needs analysis. Data chats between teachers/students and teachers/admin provide an awareness of current status and progression towards established S.M.A.R.T goals. PDSA cycles of data analysis and action plans are a focus of grade level PLC's to standardize achievement. Strategic intervention groups have been created based on individual student need in grades K-5 to provide targeted scaffolds and differentiation.

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.

Beginning pre-school week and continuing throughout the school year, teachers and staff have received professional development focusing on Marzano's 43 Instructional Elements, Choosing Excellence, and High Yield Strategies to increase instructional competence. Instructional rounds and walkabouts are performed by administration and instructional coaches to provide targeted support of teachers. Timely feedback is given to celebrate success and provide strategic support. Mini Professional Development sessions are presented during grade level PLC's based on admin and instructional coach observations, or teacher requests. Additional optional after school PD offered in targeted instructional areas. Leadership team will attend an iReady conference to deepen knowledge and provide professional development.

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

Differentiated professional development will be implemented to increase individual instructional competence and provide targeted support. Admin and instructional coaches will build a common language of instruction through expanding and applying Marzano's 43 Instructional Elements, Choosing Excellence, and High Yield Strategies to increase instructional competence.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to ELA

Area of Focus Description and Rationale:	Our school was below 50% proficiency in Grades 3-5 on the ELA FSA 2020-2021. The percentage of students below a level 3 on the 2021 statewide standardized ELA assessment was 58%. 52% of students in Kindergarten-2nd grade not on track to score a level 3 or above on the statewide standardized ELA assessment based on the 20-21 end of year screening and progress monitoring data.
Measurable Outcome:	During the 2021-2022 school year, we will increase our ELA proficiency from 42% to 50% based on the ELA FSA results in grades 3-5.
Monitoring:	Tropic Isles will use IReady Diagnostics in Fall, Winter, and Spring. Additionally, we will monitor formative data using ELA standards mastery Exemplars and comprehensives bi-weekly.
Person responsible for monitoring outcome:	Robert Mazzoli (robertwm@leeschools.net)
Evidence-based Strategy:	Tropic Isles will implement high yield strategies through collaboration in lesson planning, PLC PD, and monitoring strategies through classroom observations.
Rationale for Evidence-based Strategy:	Tropic Isles rationale for selecting high yield strategies is to increase our instructional competence and create a common language of instruction school-wide.

Action Steps to Implement

PDSA cycle
Instructional rounds focused on coaching, modeling, and self reflection.
Targeted Professional Development

Person Responsible	Kristina Rendon (kristinalr@leeschools.net)
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#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	83% of our LY subgroup in K-5 were below proficiency in ELA based off progress monitoring and standardized assessments administered during the 2020-2021 school year.
Measurable Outcome:	During the 2021-2022 school year, we will increase the ELA proficiency of our LY subgroup from 17% to 25% based on the progress monitoring results in grades K-5.
Monitoring:	Tropic Isles will use iReady Diagnostics and Dibels Fluency in Fall, Winter, and Spring. Additionally, we will monitor ELA standards mastery Exemplars and comprehensives bi-weekly.
Person responsible for monitoring outcome:	Robert Mazzoli (robertwm@leeschools.net)
Evidence-based Strategy:	Tropic Isles will use differentiation with multiple modalities to scaffold high yield strategies through collaboration in lesson planning, PLC, PD, and monitoring for fidelity through use of instructional rounds and walkabouts. The Imagine Learning computer-based program will support our ELL population by increasing English proficiency.
Rationale for Evidence-based Strategy:	Tropic Isles rationale for selecting differentiation of high yield strategies and Imagine Learning is to increase our instructional competence and create a common language of instruction while cultivating relationships and being culturally responsive to our ELL population.

Action Steps to Implement

PDSA Cycle
 Instructional rounds focused on coaching, modeling, and self reflection
 Targeted Professional Development
 Maximize ESOL support staff scheduling to meet needs of ELL students

Person Responsible Kristina Rendon (kristinalr@leeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	89% of our Students with disabilities subgroup in 3-5 were below proficiency in ELA based off standardized assessments administered during the 2020-2021 school year.
Measurable Outcome:	Tropic Isles will increase the proficiency of our Students with disabilities subgroup in 3-5 from 11% to 18% based off standardized assessments administered during the 2021-2022 school year.
Monitoring:	Tropic Isles will use IReady Diagnostics in Fall, Winter, and Spring. Additionally, we will monitor formative data using ELA standards mastery Exemplars and comprehensives bi-weekly.
Person responsible for monitoring outcome:	Rose Flecha (roseef@leeschools.net)
Evidence-based Strategy:	Tropic Isles will use differentiation with multiple modalities to scaffold instruction through collaboration in lesson planning, PLC with ESE resource teachers/paraprofessionals, PD, and monitoring for fidelity through use of instructional rounds and walkabouts. The iReady Toolbox will be utilized to ensure instruction is leveled by individual need and grade level standards are chunked for exposure.
Rationale for Evidence-based Strategy:	Tropic Isles rationale for selecting differentiation with multiple modalities to scaffold instruction using the iReady Toolbox to increase our instructional competence and create a common language of instruction while cultivating relationships and being responsive to the specific needs of our Students with Disabilities population.

Action Steps to Implement

iReady Professional Development
iReady Conference
Instructional Rounds/Walkabouts
PLC collaborative planning

Person Responsible Rose Flecha (roseef@leeschools.net)

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.

n/a