

The School District of Lee County

Tanglewood Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Positive Culture & Environment	22
Budget to Support Goals	24

Tanglewood Elementary School

1620 MANCHESTER BLVD, Fort Myers, FL 33919

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

Demographics

Principal: Linda Buckley

Start Date for this Principal: 7/1/2016

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
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: B (61%) 2017-18: C (53%) 2016-17: C (48%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	24

Tanglewood Elementary School

1620 MANCHESTER BLVD, Fort Myers, FL 33919

<http://tan.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	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 Inspire Leaders with Character and a Passion for Learning.

Provide the school's vision statement.

Together we Lead and Succeed.

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
Buckley, Linda	Principal	Principals are responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters.
Crews, Marilyn	Assistant Principal	Assists in the planning, scheduling and supervision of student activities. Supervises and evaluates substitutes assigned to the building. Assists in the budget planning process at the building level. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Hering, Jessica	Dean	The Dean of Students will be responsible for performing his/her duties, including assisting in creating a positive learning environment for all students. The Dean of Students will help students resolve problems that interfere with their gaining the greatest benefit from the school's educational opportunities.
Valentine, Sue	Curriculum Resource Teacher	Curriculum specialists provides support to our teachers by helping create and revise materials used in the classroom. They analyze student data to assess and improve the school's implementation and evaluation of classroom material.
Bentz, Lindsay	School Counselor	The role of our school counselor is to support and advocate for students to provide them with the opportunities necessary for them to be successful academically and interpersonally.
Hartman, Allison	Other	Allison Hartman (AllisonEH@leeschools.net) is our literacy coach who helps teachers to recognize what they know and can do, assists teachers as they strengthen their ability to make more effective use of what they know and do, and supports teachers as they learn more and do more.
Velasquez, Dawn	Teacher, ESE	ESE education resource teacher works with students with learning disabilities and behavioral issues. They serve as both teachers and advocates, ensuring that their students can access the curriculum and get the most out of their education.
Miller, Nicole	Administrative Support	Nikki Miller (NicoleMMia@leeschools.net) is our Intervention Specialist. She oversees behavioral and academic issues at a school. In this role she works with the classrooms teachers and monitors the progress of all the students and identifying those who are having learning issues or other academic problems.
Savage, Rebekah	SAC Member	ESE education resource teacher works with students with learning disabilities and behavioral issues. They serve as both teachers and

Name	Position Title	Job Duties and Responsibilities
Pabon, Nicole	Instructional Coach	advocates, ensuring that their students can access the curriculum and get the most out of their education.
Nicole Pabon (NicoleAP@leeschools.net) is works with our ELA teachers, 3-5. She an my Literacy Coach K-2 are a team to provide support to our teachers and students to increase student achievement.		

Demographic Information

Principal start date

Friday 7/1/2016, Linda Buckley

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.*

6

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

743

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

9

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

9

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	102	128	107	141	121	124	0	0	0	0	0	0	0	723
Attendance below 90 percent	2	14	12	24	16	17	0	0	0	0	0	0	0	85
One or more suspensions	0	2	5	0	4	9	0	0	0	0	0	0	0	20
Course failure in ELA	1	6	7	11	6	5	0	0	0	0	0	0	0	36
Course failure in Math	1	3	2	4	3	20	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	22	29	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	18	37	0	0	0	0	0	0	0	61
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	1	5	6	12	16	34	0	0	0	0	0	0	0	74

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	1	0	0	8	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA 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	
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				61%	57%	57%	61%	55%	56%
ELA Learning Gains				61%	56%	58%	54%	53%	55%
ELA Lowest 25th Percentile				47%	50%	53%	42%	47%	48%
Math Achievement				69%	62%	63%	63%	61%	62%
Math Learning Gains				69%	65%	62%	52%	59%	59%
Math Lowest 25th Percentile				54%	54%	51%	27%	46%	47%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement				66%	52%	53%	70%	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	68%	58%	10%	58%	10%
Cohort Comparison						
04	2021					
	2019	54%	55%	-1%	58%	-4%
Cohort Comparison		-68%				
05	2021					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	61%	12%	62%	11%
Cohort Comparison						
04	2021					
	2019	61%	62%	-1%	64%	-3%
Cohort Comparison		-73%				
05	2021					
	2019	70%	58%	12%	60%	10%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	50%	12%	53%	9%
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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/10.2	30/28.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/9.1	1/7.7	0/0
	English Language Learners	0/0	1/10	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/7.4	29/27.9	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/15.4	0/0
	English Language Learners	1/11.1	1/10	0/0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/20.8	48/38.7	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/14.3	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/7.4	25/20.3	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/5.6	0/0	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/34.7	44/43.1	61/58.1
	Economically Disadvantaged			
	Students With Disabilities	1/9.1	3/27.3	4/36.4
	English Language Learners	0/0	0/0	2/25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/11.7	33/32.4	50/48.1
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/18.2	2/18.2
	English Language Learners	0/0	0/0	2/25
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/44.9	47/62.7	48/63.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	1/14.3
	English Language Learners	1/11.1	2/20	2/18.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/8.7	30/40	38/50.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/10	2/18.2

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		50/42.4	77/61.1	90/71.4
	Economically Disadvantaged				
	Students With Disabilities		1/11.1	1/11.1	3/33.3
	English Language Learners		1/11.1	2/22.2	2/22.2
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		15/20.5	26/34.2	31/42.5
	Economically Disadvantaged				
	Students With Disabilities		2/25	2/22.2	2/22.2
	English Language Learners		0/0	1/25	1/25
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		28/40	37/48.7	39/58.2
	Economically Disadvantaged				
	Students With Disabilities		2/25	2/22.2	4/50
	English Language Learners		1/25	2/50	2/50

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	24	25	20	24	15	10	17				
ELL	29			37							
ASN	64			55							
BLK	43	44		21	22	20	18				
HSP	53	65		57	52		50				
MUL	64			50							
WHT	75	59		83	69		75				
FRL	52	48	25	50	40	24	34				
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	14	33	38	38	62	60					
ELL	29	52	44	39	70	65	45				

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
BLK	26	46	43	37	58	46	38				
HSP	50	57	50	63	71	58	57				
MUL	70			60							
WHT	75	67	53	82	72	58	80				
FRL	45	48	38	56	60	47	57				
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	22	30	29	26	19	15	36				
ELL	18	47	46	27	33	15					
BLK	27	37	42	29	35	29	21				
HSP	49	51	44	53	46	23	58				
WHT	74	60	40	76	59	33	82				
FRL	47	51	47	46	46	26	49				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - 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	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
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?

Across grade levels we are on track with proficiency and learning gains in both Math, ELA and Science. We have to follow the instructional cycle expectations (plan, teach, assess, analyze, adapt, reflect) and make sure we know who those lowest 25% students are. We need to get them in front of our best teachers and protect our resource teachers instructional time with that subgroup.

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

Learning gains Lowest 25% 27 (2019)

Our greatest need for improvement is Math L25 LG 22% ranking of 46 in the district. (2020)

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

Loss of face to face instructional time and reliance on distance learning. Limited access to students with the greatest needs, lack of parent ability to support especially our language learners.

Through small group centers during the 75 minute math block. This time is designed to give each grade level additional assistance during WINN (intervention/extension) time. WINN periods are spread throughout the day to allow additional personnel to push into classrooms, lower class/group size during this period to focus on specific skills to target student needs.

Theses are the programs we will use during intervention and how we will know if they are effective.

HD word

Really Great Reading

I-Ready Toolkit

I-Ready individualized paths

Read 180

Just In Time

Filling In the Gaps

Fluency

Teachers will know if they are effective by monitoring iReady growth, checking fluency scores, monitoring individual student data.

Our system to monitor and address our lowest 25 through our standards tracker and utilization of the instructional cycle through our weekly PLC meetings. (Plan, Teach, Asses, analyze, adapt and reflect)

Parents receive daily/weekly notes if necessary in the student planner, phone calls home and

conferencing when needed. Positive phone calls home from admin and teachers are always exciting for students and families.

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

2021:

Proficiency Math with 65% and ELA 64%

2019

Proficiency in Math 63% Math 52% Learning gains Lowest 25% 27

ELA 61% Learning gains ELA 54% Lowest 25% 42%

Science 70%

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

For ELA/Reading, Math,

Placement of Teachers:

Teachers have been placed based on Spring iReady data. TWES teacher placement was also based on reading endorsement completion.

Placement of Students:

We strategically placed our students based on the data trackers to determine groupings for what I need now instructional supplemental leveled groups.

At weekly PLC meetings teachers fill in ongoing articulation cards that are posted in our "Smart Room" which include the data from I-Ready, Dibbles and their standards tracker information to form a triangulation of data that guides how to plan, teach, assess, analyze, adapt and reflect on individual student needs and placement for our "What I Need Now " groups.

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

Strategies:

Step 1: Define the outcome. ...

Step 2: Carefully plan your intervention. ...

Step 3: Start small. ...

Step 4: Scale up your intervention. ...

Step 5: Make sure you're monitoring progress. ...

Step 6: Share best practice!

The programs we will be using during intervention:

HD word

Really Great Reading

I-Ready Toolkit

I-Ready individualized paths

Read 180

Just In Time

Filling In the Gaps

Fluency

Teachers will know if they are effective by monitoring iReady growth, checking fluency scores, filling out the standards tracker and following the instructional cycle expectations to monitor individual student data.

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.

Attendance: PD during preschool will focus on communicating the importance of daily attendance and punctuality to the school staff and to families.

Behavior: Initial PD during preschool week will focus on restorative practices, including a book study.

Curriculum: Wonders training, BEST standards trainings, Reflex trainings, iReady and Marzano.

Drop-out prevention: WINN time trainings, PLC training/implementation

Classroom walkthroughs will be one way to determine if training is being implemented in classrooms as well as PLC agenda and notes and Data Quest.

During preschool week, Promethean board trainings will be based on experience. iReady trainings will also be differentiated for teachers who have not used iReady before and for those who are ready to move to the next level of learning.

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

Addition of a full time Literacy Coach K/1/2/
Full time Resource Person 3/4/5 ELA
Leading and Learning Teachers
Leadership Liaison Teachers for each grade level.
Breakfast Club-Lowest 25% 3rd
Specials Club-Lowest 25% 5th
Friday-Science
Extended Day Club-Get kids too proficiency ELA/Math
Empowerment Club-Lowest 25%
Hoops Partnership-MTSS Behavior Tier 2/3/ESE
WatchDogs-School Culture/Support for all students.
Parent Teacher Association-School Culture/Support for all students.

The programs we will be using during intervention.

HD word

Really Great Reading

I-Ready Toolkit

I-Ready individualized paths

Read 180

Just In Time

Filling In the Gaps

Fluency

Teachers will know if they are effective by monitoring iReady growth, checking fluency scores, monitoring individual student data.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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.

2019-2020 127 referrals total from 41 students (65/127 referrals from students in our BI unit)
Sesir-24 ISS-13 OSS-41 Biggest violation-Safety Second-Disruptive Behavior
State Fighting 437/TWES 8
State Threat Intimidation 243 TWES 9
State Physical Attack 173 TWES 6
Bullying State 82 TWES 1

Behavior Management Plan:

What processes and supports have you put in place to encourage positive student behavior (PBIS)?

TWES has partnered both PBIS & LIM together. These teams meet and work together throughout the school year to provide support to increase consistent positive behavior choices.

TWES will schedule & implement PBIS & LIM Training during Pre-School to teach & review expectations.

School-wide Expectations are posted in hallways & classrooms.

Our School Mission & Vision Statements are posted in all classrooms and offices throughout the building.

Our School Mission & Vision is taught, reviewed and shared on the news each day.

During Pre-School week, Owl Sheets, stickers for lanyards, and SOAR poster which shows examples and non-examples for when to sign student lanyards.

Each child will have the opportunity to earn 25 signatures to spend time in the OWL Clubhouse. Here they are treated to snacks and games.

Each child will have the opportunity to earn an End of Year SOAR Tag for participating in at least one out of six OWL Clubhouse dates.

What is your process to keep students engaged and maximize instructional time?

TWES has and will continue to align their master schedule with the District expectations.

TWES teachers will keep students engaged predominantly using Kagan Structures, Thinking Maps, High Yield Strategies and hands-on learning which will be documented in their daily lesson plans.

TWES teachers have made, will tweak and will follow their grade level curriculum maps which are aligned with the district curriculum maps.

TWES teachers will have scheduled PLC and planning days and times.

To maximize student engagement, students will have brain breaks throughout the day, flexible seating opportunities and small group centers will be utilized.

Our system to monitor and address the disruptive behaviors that hinder the learning of others based on discipline data?

TWES teachers utilize behavior charts and or other communication tools to track classroom behavior.

Parents receive daily notes if necessary in the student planner, phone calls home and conferencing when needed. Positive phone calls home from admin and teachers are always exciting for students and families.

Teachers may also discuss referral to the MTSS Problem-solving team with the school counselor, the school intervention support specialist, behavior specialist or administration.

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.

Attendance

TWES will monitor the Lee Time Clock weekly for all school personnel to ensure that staff is clocking in as well as their daily attendance.

TWES employees will be recognized monthly for perfect attendance.

TWES employees will be recognized for a full year of perfect attendance with a certificate. TWES teachers with perfect attendance will be entered into a drawing to win a crystal owl and a \$25 gift card.

Student Attendance and/or Tardy to school:

The expectation for all teachers is that attendance will be taken and submitted no later than 8:30AM. This will be monitored by the information specialist.

The classroom teacher will call/reach out to any student who has not been in attendance for the first three days of the new school year. Classroom teachers document their communication or lack thereof in Focus. TWES will enact a Positive Attendance Program beginning on Monday, August 16th. Each classroom will have a Pre-Made Perfect Attendance Chart with stickers. When the class "spells out" Perfect Attendance they will receive a prize. This will be organized & monitored by the AP, Information Specialist & Social Worker

Our TWES Information Specialist & Social Worker will continue to communicate and update weekly and daily if necessary.

Students will have an opportunity to make-up any missed work or tests the number of days they are absent plus one. TWES will allow any student to follow this procedure whether they have an excused or unexcused absence.

This work and or tests will be completed either in school or at home as appropriate.

Student Relationship Plan:

Our PBIS, Leader In Me & Restorative Practices Teams will present PD during Pre-school. Part of the PD will focus on the importance of establishing positive relationships with students.

TWES teachers will facilitate creating Classroom Mission Statements. These will be signed by the teacher and students and posted in the classroom. These will also be referred to throughout the school year when appropriate.

TWES teachers will reach out to all families within the first two weeks of school to establish a positive line of communication between home & school.

TWES teachers will begin teaching & reviewing the 7 Habits of Highly Effective Students. One Habit a month will be focused on through modeling and direct lessons until all 7 Habits are completed.

Behavior Management Plan:

TWES has partnered both PBIS & LIM together. These teams meet and work together throughout the school year to provide support to increase consistent positive behavior choices.

TWES will schedule & implement PBIS & LIM Training during Pre-School to teach & review expectations. School-wide Expectations are posted in hallways & classrooms.

Our School Mission & Vision Statements are posted in all classrooms and offices throughout the building. Our School Mission & Vision is taught, reviewed and shared on the news each day.

Each child will have the opportunity to earn 25 signatures to spend time in the OWL Clubhouse. Here they are treated to snacks and games.

Each child will have the opportunity to earn an End of Year SOAR Tag for participating in at least one out of six OWL Clubhouse dates.

TWES teachers will keep students engaged predominantly using Kagan Structures, Thinking Maps, High Yield Strategies and hands-on learning which will be documented in their daily lesson plans.

TWES teachers have made, will tweak and will follow their grade level curriculum maps which are aligned with the district curriculum maps.

TWES teachers will have scheduled PLC and planning days and times.

To maximize student engagement, students will have brain breaks throughout the day, flexible seating opportunities and small group centers will be utilized.

TWES teachers utilize behavior charts and or other communication tools to track classroom behavior.

Parents receive daily notes if necessary in the student planner, phone calls home and conferencing when needed. Positive phone calls home from admin and teachers are always exciting for students and families.

Teachers may also discuss referral to the MTSS Problem-solving team with the school counselor, the school intervention support specialist, behavior specialist or administration.

First Quarter ELA Intervention/Enrichment Plan:

During PLC meetings, we analyze all relevant data, then place students in appropriate groups.

TWES administration schedules WINN time (intervention/enrichment) during academic periods throughout the day to allow for maximum support at each grade level. Small group differentiation helps with standards mastery.

Parent Engagement: Student conferences, performances nights and monthly PTA events.

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

Mental-Health and Well-Being Plan:

Mental Health Team

Who are the members of your Mental Health Team? (ie: Baker Act, Suicide Ideation)

Members of the TWES Mental Health Team include:

School Counselor

SRO

School nurse

School psychologist

School social worker

Lee Mental Health Professional (if needed)

School Administrators, Dean

Team meetings are scheduled weekly at an agreed upon day, location and time.

Student Support Team (crisis team)

Who are the members of your Student Support (crisis) team?

Principal

Assistant Principal
Dean
School Resource Officer
School Counselor
School Behavior Specialist
School Social Worker
School Dean
Building Supervisor
Technology Specialist

Leadership Team

Student Support Team (crisis team)
Who are the members of your Student Support (crisis) team?
Principal
Assistant Principal
Dean
School Counselor
School Behavior Specialist
School Dean
School Literacy Coach
School ESE Resources Teacher (2)
ISchool Intervention Specialist

*All members of the crisis team will be trained in TEACH including all administrators at each school.

Hoops On A Mission- Tier 2/3 Behaviors
WatchDogs-support of all students
Parent Teacher Association- support of all students and teachers.

Part V: Budget

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

Total:	\$0.00
---------------	---------------