# Tanglewood Elementary School



# 2021-22 Schoolwide Improvement Plan

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# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 87% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (61%)<br><br>2017-18: C (53%)<br><br>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.

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# Tanglewood Elementary School

### 1620 MANCHESTER BLVD, Fort Myers, FL 33919

### http://tan.leeschools.net/

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | No | 68% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(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 |

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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 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 |
|------|----------------|--------------------------------|
| | | advocates, ensuring that their students can access the curriculum and get the most out of their education. |
| Pabon, Nicole | Instructional Coach | 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | 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
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Read 180
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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, 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.
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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** |