

The School District of Lee County

# Tice Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

**Table of Contents**

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>30</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>30</b>
<b>VI. Title I Requirements</b>	<b>32</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>35</b>

# Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

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

## School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Trent, Cherise	Principal	Mrs. Trent is the Instructional Leader of Tice Elementary School. She regularly reviews, creates, and ensures processes within the school help students to reach their highest potential, in a safe environment, that promotes academic and social emotional growth.
Riemenschneider, Katie	Assistant Principal	As the Assistant Principal, Mrs. Riemenschneider's role supports the goals of the learning environment, promoting academic, social and emotional growth. As well as ensuring students have a safe school to learn.
Orlando, Dayna	Math Coach	As a PCT for Tice Elementary, Mrs. Orlando supports the learning of students in grade K-2. She assists with coaching teachers and modeling lessons of high rigor. She assists in collecting and sharing data and provides professional development for the staff. Mrs. Orlando meets regularly with the leadership team at the district as well as the school and ensures the instruction of K-2 is on pace with the district instructional guides.
Johnston, Lauren		Mrs. Johnston serves as a PCT for grade 3-5 in both ELA and Math. A portion of her role is to provide instruction to students and also coaches teachers. She assists with collecting and sharing data and provides professional development for the staff. Mrs. Johnston also serves on the district and school leadership teams supporting ELA and Math for grades 3-5 ensuring the instructional guides are being implemented.
Atkins, Alyssa	Science Coach	Mrs. Atkins serves as the science coach at Tice Elementary School. She teaches science lessons to students and coaches teachers in the area of science. Mrs. Atkins models and supports the use of High yield instructional strategies to support students learning of the science content. She supports teacher by gathering and planning science lessons and materials. She hosts several science labs and interventions. Mrs. Atkins, meets regularly with the leading and learning teachers ensuring that grade levels are on pace and following the instructional guides.
	School Counselor	Dr. Kim Clements serves as the school guidance counselor at Tice Elementary School. In this role, she focuses on the social emotional needs of students. She provides whole group, small group, and 1-1 support for students. She also leads the mental health team, meeting weekly. Dr. Kim also serves as a leader of the Crisis and Threat assessment teams.
Peters, Daryl	Dean	Mrs. Peter's helps to support the behavioral needs of the school. She provides strategies for students and instructional staff to support the varied needs in the school. She provides small group, and 1-1 support

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

to teach social skills to students. Mrs. Peter's monitors behavioral data and is a leader in the PBIS team. She also serves as a member of the Crisis and Threat assessment teams.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team, community partners, staff and parents meet regularly throughout the year to review the school goals and needs. Together goals are developed using the schools data. The drafted FY 23-24 SIP goals will be reviewed at the SAC meeting with parents, community partners, and staff in which all members will have an opportunity to provide additional feedback and make changes as needed. The goals will then be voted on for approval.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The leadership team regularly monitors student data and the effectiveness of the implementation of the SIP goals. The leadership team uses a continuous improvement model to collect, evaluate, and implement strategies to ensure learning and growth are in alignment with the SIP goals and District/ State academic standards. Tice Elementary has an intervention team of teachers who work directly with students on their areas of need and who also create and monitor students progress through the multi discipline (MTSS) process. PCT's and coaches work directly with teachers to ensure students instruction is provided to meet all learning levels and growth of all students is consistent with the school goals.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI



Eligible for Unified School Improvement Grant (UniSIG)	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

**Prior Year (2022-23) As Initially Reported (pre-populated)****The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	32	22	29	11	24	0	0	0	118	
One or more suspensions	0	3	1	3	1	0	0	0	0	8	
Course failure in ELA	0	8	20	34	7	16	0	0	0	85	
Course failure in Math	0	7	9	15	5	6	0	0	0	42	
Level 1 on statewide ELA assessment	0	0	0	28	14	31	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	18	7	24	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	10	29	9	24	0	0	0	80

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	30	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	32	22	29	11	24	0	0	0	118	
One or more suspensions	0	3	1	3	1	0	0	0	0	8	
Course failure in ELA	0	8	20	34	7	16	0	0	0	85	
Course failure in Math	0	7	9	15	5	6	0	0	0	42	
Level 1 on statewide ELA assessment	0	0	0	28	14	31	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	18	7	24	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	10	29	9	24	0	0	0	80

#### The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	30	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	48	53	34	52	56	33		
ELA Learning Gains				47			27		
ELA Lowest 25th Percentile				43			26		
Math Achievement*	52	57	59	49	45	50	43		
Math Learning Gains				54			22		
Math Lowest 25th Percentile				46			26		
Science Achievement*	45	53	54	32	59	59	29		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	46	51	59	57			50		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL	33	Yes	2	
AMI				
ASN				
BLK				
HSP	40	Yes	1	
MUL				
PAC				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
WHT	38	Yes	1	
FRL	41			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	35	Yes	1	
ELL	40	Yes	1	
AMI				
ASN				
BLK	43			
HSP	45			
MUL				
PAC				
WHT				
FRL	51			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	30			52			45					46
SWD	32			18			30				4	20
ELL	20			48			35				5	46
AMI												
ASN												
BLK												
HSP	31			52			46				5	46

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	25			50							2	
FRL	33			53			46				5	45

## 2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	47	43	49	54	46	32					57
SWD	36	30		41	42		30					31
ELL	23	40	46	41	51	42	18					57
AMI												
ASN												
BLK	33			47	50							
HSP	34	47	43	48	54	45	30					58
MUL												
PAC												
WHT												
FRL	35	51	52	52	60	65	31					58

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	27	26	43	22	26	29					50
SWD	45	27		55	45		20					56
ELL	22	21	24	38	25	33	16					50
AMI												
ASN												
BLK	33			47								
HSP	31	23	21	42	20	25	28					50
MUL												
PAC												
WHT												

## 2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	30	27	25	43	24	29	31					51

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	48%	-17%	54%	-23%
04	2023 - Spring	41%	56%	-15%	58%	-17%
03	2023 - Spring	23%	42%	-19%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	55%	-3%	59%	-7%
04	2023 - Spring	69%	61%	8%	61%	8%
05	2023 - Spring	44%	52%	-8%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	50%	-9%	51%	-10%

**III. Planning for Improvement****Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The area of greatest need for growth is in the area of ELA proficiency. There is a high level of ELL students 67% of the student population, which also represents the group with the lowest ELA proficiencies. Overall students performance in ELA proficiency in 2021-22 was 34% the anticipated 22-23 ELA proficiency is at 32% this is a decrease from the previous year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

ELA proficiency showed a 2% decrease from the 2021-2022 school year. Contributing factors a change in the assessment from FSA to FAST, a hurricane which resulted in a loss of learning due to school closures as well as displaced many students and resulted in Mental health needs to be addressed. While our school data shows our ELL population of students are making learning gains in the area of ELA, they have not yet reached proficiency. This years assessment only measured students proficiency thus not capturing the growth towards proficiency students have made.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Tice Elementary School has a large population over 67% of students that are in need of supports with learning English. Most of our students who are LY have arrived from remote areas in which schooling was very limited or not attended, therefore many of our students are arriving to the country learning a new language and attending school for the first time. Students who are placed into grades 3-5 are greatly impacted due to missing many foundational skills. Therefore, Students in the SWL subsection are one of the greatest achievement gaps at our school demonstrating proficiency. In addition, students with Disabilities are also below needing support as well in foundational skills and proper identification of ESE supports needed to support students needs.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science was the greatest area of improvement. Factors that contributed to this growth included, having a Science coach providing high yield instructional strategies in the area of science. Incorporating reading into Science lessons to build a strong understanding of science terms and concepts. Community partnership with Ding Darling and the Sanibel Shell Museum who provided real life connection's to the science curriculum along with regular lab time for students to apply skills and concepts learned. Math as also an area of growth showing 7% growth in overall math proficiency.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

ELA proficiency

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Raising the ELA proficiency scores in all grade levels  
 ELA Learning Gains  
 Math Proficiency  
 Science Proficiency  
 Math Learning Gains

### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tice Elementary will increase student proficiency in grades 3-5 on ELA FAST from 34% to 37% by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

In order to ensure that this goal is met, data related to reading will be monitored. Data will include, Exemplars, progress monitoring, fluency checks, and comprehension checks. In addition, monitoring will occur through anecdotal and observations. Students will participate in daily on grade level core instruction and will also participate in daily reading intervention groups. Students will maintain a data folder to monitor progress. In addition, teachers, PLCs, Interventions teams, and administrators will also monitor data for effectiveness of strategies.

**Person responsible for monitoring outcome:**

Cherise Trent (cherisewt@leeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will participate in daily on grade level core instruction and will also participate in daily reading intervention groups. Free, after school tutoring will be available to students and invitations will encourage participation. Staff will engage in training, focused on high yield strategies, increasing engagement and strategies for ELL students. Students will maintain a data folder to monitor progress. In addition, teachers, PLCs, Intervention teams and administrators will also monitor data for effectiveness of strategies. A family literacy program will be established at the school, helping to increase support for learning at home as well.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Providing extra time, with strategic interventions, will support the needs of the students. Participating in small groups will ensure that individual needs are a focus. Increasing professional development for instructors will provide specific strategies to educators, helping to meet the need of ELL learners.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data will be tracked to monitor the effectiveness of strategies (Student, teachers, administration)
2. Data will be used to make academic decisions, including the creation of intervention groups (teachers, PLCs, Intervention groups)

3. Students needing extra support will be offered free after school tutoring and/or be invited to attend small group instruction before school. )teachers, Intervention team, tutoring program leaders)
4. A School based Family Literacy Program will be implemented (School leaders, parent involvement specialist, intervention team, district grant department)
5. Professional Development will be provided to instructors (On-going, teachers, administrators)
6. Students will engage in daily core instruction and daily intervention groups (teachers, intervention team)
7. Attendance will be monitored
8. Assessments will be provided to monitor growth (test administrator, teachers, administration)

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** on-going

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tice Elementary School will increase ELA proficiency in 2nd grade on the ELA PM3 assessment from 24% to 27% by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

In order to ensure that this goal is met, data related to reading will be monitored. Data will include, Exemplars, progress monitoring, fluency checks, and comprehension checks. In addition, monitoring will occur through anecdotal and observations. Students will participate in daily on grade level core instruction and will also participate in daily reading intervention groups. Students will maintain a data folder to monitor progress. In addition, teachers, PLCs, Interventions teams, and administrators will also monitor data for effectiveness of strategies.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will participate in daily on grade level core instruction and will also participate in daily reading intervention groups. Free, after school tutoring will be available to students and invitations will encourage participation. Staff will engage in training, focused on high yield strategies, increasing engagement and strategies for ELL students. Students will maintain a data folder to monitor progress. In addition, teachers, PLCs, Intervention teams and administrators will also monitor data for effectiveness of strategies. A family literacy program will be established at the school, helping to increase support for learning at home as well.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Providing extra time, with strategic interventions, will support the needs of the students. Participating in small groups will ensure that individual needs are a focus. Increasing professional development for instructors will provide specific strategies to educators, helping to meet the need of ELL learners.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data will be tracked to monitor the effectiveness of strategies (Student, teachers, administration)
2. Data will be used to make academic decisions, including the creation of intervention groups (teachers, PLCs, Intervention groups)

3. Students needing extra support will be offered free after school tutoring and/or be invited to attend small group instruction before school. )teachers, Intervention team, tutoring program leaders)
4. A School based Family Literacy Program will be implemented (School leaders, parent involvement specialist, intervention team, district grant department)
5. Professional Development will be provided to instructors (On-going, teachers, administrators)
6. Students will engage in daily core instruction and daily intervention groups (teachers, intervention team)
7. Attendance will be monitored
8. Assessments will be provided to monitor growth (test administrator, teachers, administration)

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** on going

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tice Elementary School will increase ELA proficiency on the ELA Fast assessment in 3rd grade students from 27% to 30% by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

In order to ensure that this goal is met, data related to reading will be monitored. Data will include, Exemplars, progress monitoring, fluency checks, and comprehension checks. In addition, monitoring will occur through anecdotal and observations. Students will participate in daily on grade level core instruction and will also participate in daily reading intervention groups. Students will maintain a data folder to monitor progress. In addition, teachers, PLCs, Interventions teams, and administrators will also monitor data for effectiveness of strategies.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will participate in daily on grade level core instruction and will also participate in daily reading intervention groups. Free, after school tutoring will be available to students and invitations will encourage participation. Staff will engage in training, focused on high yield strategies, increasing engagement and strategies for ELL students. Students will maintain a data folder to monitor progress. In addition, teachers, PLCs, Intervention teams and administrators will also monitor data for effectiveness of strategies. A family literacy program will be established at the school, helping to increase support for learning at home as well.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Providing extra time, with strategic interventions, will support the needs of the students. Participating in small groups will ensure that individual needs are a focus. Increasing professional development for instructors will provide specific strategies to educators, helping to meet the need of ELL learners.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data will be tracked to monitor the effectiveness of strategies (Student, teachers, administration)
2. Data will be used to make academic decisions, including the creation of intervention groups (teachers, PLCs, Intervention groups)

3. Students needing extra support will be offered free after school tutoring and/or be invited to attend small group instruction before school. )teachers, Intervention team, tutoring program leaders)
4. A School based Family Literacy Program will be implemented (School leaders, parent involvement specialist, intervention team, district grant department)
5. Professional Development will be provided to instructors (On-going, teachers, administrators)
6. Students will engage in daily core instruction and daily intervention groups (teachers, intervention team)
7. Attendance will be monitored
8. Assessments will be provided to monitor growth (test administrator, teachers, administration)

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** Ongoing

**#4. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tice Elementary will increase student proficiency in grades 3-5 on the Math Fast assessment from 57% to 60% by June 2-24

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Tice Elementary will monitor the progression of making progress towards our goal through regular leadership meetings with the Math coach and the Leading and Learning Math representative. The Math Coach will meet regularly with the district math leaders and will work closely with the grade levels to ensure they are on pace with the instructional plan, implementing lessons of high rigor, and utilizing instructional resources such as i\_Ready and Relex. Weekly PLC's will ensure teachers and coaches are monitoring data and planning for differentiation in math for all students on the grade level. Support staff will also be utilized strategically to support math centers/ interventions daily.

**Person responsible for monitoring outcome:**

Cherise Trent (cherisewt@leeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Coaches will provide professional development related to Math and will assist in monitoring the data regularly. The master schedule will strategically use paraprofessionals in the push in schedule to support classrooms Math intervention times. Weekly PLC will allow for data monitoring and sharing of best practices to support students needs. Walk throughs and data chats between administration and teachers will provide additional support/feedback to teachers. Use of district programs such as i\_ready and Relex will be used and monitored for progress and to increase math fluency.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Planning for differentiation and high yield instructional strategies is a research based supported strategy for increasing academic achievement. Monitoring PLC's and professional development will provide evidence of implementation of plans and will ensure teachers are equipped with various strategies to use to differentiate their instruction. Increased push in support will reduce the student to teacher ratio and will allow for students to get the support and help needed based on their needs. Specific feedback about performance and coaching will increase high yield instructional strategies for instructional staff.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Increase the use and monitor the use of REflex Math and iReady Math lessons by students. (PCT, Math coach, Teachers, and Admin.)
2. PLC's will monitor their students math data and determine best practices to use to re-teach and provide interventions in areas demonstrating low performance.
3. Provide professional development and individualized coaching or lesson modeling (PCT, Math Coach)
4. Grade level Rep. will attend Leading and Learning Math sessions and will share regularly with their team.
5. Admin. Walk throughs and lesson reviews.

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** By the PM3 assessment in May/June 2024 school year



**#5. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tice ELeMentary will increase Science student proficiency in Grade 5 from 45% to 48% by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will be done through use of the Science Coach who will regularly attended District trainings and provide supports to the 5th grade teachers. In addition, data will be reviewed regularly based on the district Exemplars and Comprehensive checks. The Science Coach will provide weekly investigations for all grade 5 students. Science intervention time will be provided both with coach support and in the classrooms. Teachers will also ensure to use a spiral review strategy daily.

**Person responsible for monitoring outcome:**

Cherise Trent (cherisewt@leeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitoring Data, participating in PLC's, common planning and tracing data are research based strategies related to increasing learning gains. Hands on investigations and daily review of Science standards will provide students with daily opportunities for growth. Students participating in district progress monitoring will provide the opportunity for re-teaching and will demonstrate how students are doing in the content area.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The strategies selected have proven to be effective for the school. District support included district Science Coach, Leading and Learning trainings and on-site planning.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher will attended the Leading and Learning meeting with the district and will provide information and instructional practice back to the team for implementation.
2. The Science coach will provide in class support, as well as data monitoring to insure students are progressing in the required standards of instruction.
3. PLC's will be used to discuss best practices and high yield instructional strategies for the team to use as well as to monitor the data and students growth.
4. Teachers will administar district Science exemplars and comprehensive checks to students.

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** By June 2024

**#6. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Tice Elementary will increase average student attendance from 92%-94% by June 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers along with the administration and our school counselor/ Social worker will monitor weekly attendance. Students who have 3 days absent will be contacted by the students teacher and/or through the parent involvement specialist to check on the whereabouts of the student and to encourage daily attendance. PBIS teams will also monitor student attendance and provide celebrations for classes in which they have perfect attendance.

**Person responsible for monitoring outcome:**

Cherise Trent (cherisewt@leeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence supports the need for students to be in attendance regularly in order to ensure learning. Through the use of our school social worker, the connection between the school and home can be strong and help to alleviate issues that may cause for students to be absent from the school. Teachers communicating with parents helps to build strong teacher-parent relationships as parents know we are here to support and help them and ensure their student has all the opportunities available to learn.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

REsearch supports that students learn at a higher rate when they are in attendance daily and receiving all opportunities to learn. Students at Tice Elementary often are learning a new language as well, the regular submersion of the English language also plays an important role in helping students to make learning gains through an understanding of the language.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Tice Teachers will make phone calls home to students who have been out for 3 days.
2. A letter will be sent home to students as per district absence plan.
3. School Social Worker will make phone class and home visits to build relationships with parents and to help remove any of the barriers that are keeping students from attending school regularly.
- 4 Monitoring and celebrating attendance data will be done regularly.

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** By the end of the 2024 school year.

**#7. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will increase making positive choices in 2023-2024 as evidenced through reducing the number of referrals from 16 in 2022-2023i to 15 or fewer in FY24

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

In order to ensure the goal is met, the dean meets and checks in with at risk students, reviews referral data weekly and works with teachers, students, and parents to address concerns or areas of needed improvement. The dean, Mental Health Counselors, School Counselor and the Social worker work together to develop strategies to address students who demonstrate a need. The PBIS team meets monthly to review the data and provide celebrations and incentives for students to demonstrate the Tice Eagle SOAR expectations.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Dean uses restorative practices with students that are exhibiting problematic behaviors that require administrative action. The dean The Zones of Regulation program to check in and check out with students who display the need for behavior monitoring and to reinforce positive behaviors.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

PBIS is a research based approach to be proactive in addressing students behaviors. Teaching the 4 SOAR expectations help students to learn and know what expected behaviors look like and how they can show them daily across the school campus.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will Teach/Review the SOAR expectations with students regularly.
2. Teachers will give students rewards for demonstrate the SOAR behaviors.
3. Teachers will identify students in need of academic, behavioral or classroom interventions and ss strategies at PLC meetings.
4. Dean will attend monthly PLC meeting and check in with the progress of student intervention and needs.

3. PBIS team will meet regularly to review data and to make arrangements for celebrations of classrooms, grade levels, and individuals that

**Person Responsible:** Cherise Trent (cherisewt@leeschools.net)

**By When:** By June 2024

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding will be utilized to purchases resources to support student learning needs. In addition, funding will support Professional Development for staff to build capacity in teaching Reading and with the implementation of high yield instructional strategies.

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Phonics and vocabulary are the areas of focus because students need assistance in developing background knowledge and acquisition of language.

#### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Phonics, vocabulary, and fluency are the areas of focus because students need assistance in developing background knowledge and acquisition of language as well as developing fluency for application of reading skills.

## Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

The goal for grades K-2 will be for student to demonstrate a minimum of one years' growth in ELA

### Grades 3-5 Measurable Outcomes

In grades 3-5, the goal is to make gains from 34% to 37% as measured on the FAST assessment PM3 in 2023-24.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be monitored utilizing progress monitoring, i-Ready, Exemplars, fluency (Dibles), and observations.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Trent, Cherise, cherisewt@leeschools.net

## Evidence-based Practices/Programs

### Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Students will engage in standards based instruction in daily core instruction for at least 90 minutes. Lessons during this 90 min. block will align with the BEST standards and the District Academic Plans.

Lessons will focus on 4 of the 5 core reading areas (Phonics, Fluency, Vocabulary, and Comprehension). Instruction will be in whole group as well as small group. Students will also receive instructional intervention for 30-45 min. daily. Intervention time will be in small group and individualized to meet students needs specifically in the 4 core areas. Students will receive direct explicit instruction, have opportunities for guided and individual practice and will have several opportunities to demonstrate mastery of the skills. Students identified in the bottom 25% will be invited to before/after school tutoring opportunities to further receive supports in the area of Reading instruction. A New Family Literacy program will continued to be used. Data from i-Ready instructional lessons, AR, Dibles, and classroom assessments will be used to monitor students growth and celebrate student success.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Yes, Students will be provided with individulatzed educational plans via small group interventions, before and after school tutoring, and with push in support. Monitoring data will ensure that students growth is monitored and celebrated, reinforcing learning gains.

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. PCT's and the intervention Team will review Progress monitoring data along with monthly AR data and will provide teachers/ students with support. The Team will model lessons and provide coaching to classroom instructors to ensure high yield instructional strategies are implemented.	
2. Professional Learning Communities will meet weekly in order to monitor data and plan for intervention lesson, groups, and re-teaching of skills using best practices.	
3. The school and district will work together to implement A New Family Literacy Program.	
4. Teachers will utilize the Lee County instructional guides and pacing guides to ensure lessons are following FL BEST Standards.	
5. Free before and after school tutoring will be provided to students identified in the bottom L25%.	Trent, Cherise, cherisewt@leeschools.net

**Title I Requirements**



### **Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The School Improvement plan is reviewed with Parents, staff and community members in August at a SAC meeting. The plan is also posted on our school website at [tic.leeschools.net](http://tic.leeschools.net). The SIP is printed in both English and Spanish and is available to all parents in the front office of the school. In addition, a 1 page summary of the plan is sent home with students in both English and Spanish with the students welcome to school paperwork the 1st week of school.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Family Engagement is a large part of the Tice Elementary Community. Parent events are held regularly during the school year providing opportunities for parents to be involved in the learning of their children. We have a parent involvement specialist who connects with parents daily and supports parents in English and Spanish. The Family Engagement Plan is made public to parents on our school website at [tic.leeschools.net](http://tic.leeschools.net). In addition, a phone call and email goes out to each family with access to the document for their review.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Small group strategic push in support has been schedule to support students development of areas of need. This will provide targeted assistance and more time in a specific demonstrated area of need. In addition, Instructional time within the school is protected from interruptions. To further students learning opportunities, Tice Elementary will offer before and after school programs with tutoring opportunities to all students. Further more to foster learning at home, several incentive programs will be implemented to help encourage students to actively engage in learning outside of school such as: Rise up and read, Jumping a bucket program, Get your Green light, and AR. Students will have receive prizes for reaching their goals and demonstrating academic growth. All areas of support will focus on ELA and building students proficiency.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Tice Elementary uses a 21st Century Grant to help fund and provide after school tutoring for free to all of our students. In addition, Title 1 funds provide additional support staff to provide small group instruction

and support within classrooms daily. Additional funding provided for a Reading Coach is used to support teacher professional development as well as targeted assistance with implementation of high yield instructional strategies in the area of ELA for all grade levels. The school also provided an additional 30 min. of instruction each day compared to other schools in Lee County.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Dr. Kim, School Counselor works with teacher to identify students who are in need of support. Dr. Kim works with students at Tice Elementary in small group as well as on a 1-1 bases supporting students mental health needs. Schoolwide PBIS is also implemented to support students social emotional growth school wide. Dr. Kim and Mrs. Peters, Dean also serve on the Crisis team and treat assessment teams support students needs.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Tice Elementary school supports students through a systematic continuous improvement model. Individual student data is reviewed regularly (monthly) and push in support and interventions are developed to address students individual needs for growth. Teachers, paraprofessionals, Coaches, PCT's and the intervention team work together to implement behavior and academic strategies in small group and 1-1 ratios as needed. The Team is made up highly qualified professionals who can provide high yield strategies supporting academics, behavior, English language acquisition for all students. In addition, 504, IEP, and MTSS plans are developed and implemented to support students with various disabilities.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

School based professional development has been planned to support teachers in the goal to increase student achievement. School based training includes strategies to increase rigor and high yield instructional strategies, thinking maps, Kagan strategies, Data analysis, intervention strategies, i-Ready, Reflex Math, ESE and ELL strategies. Additionally there are professional development opportunities regularly offered by the school district for teachers and paraprofessionals. The school has identified a representative from each grade level to serve as a Leading and Learning leader in each of the content areas.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0381 - Tice Elementary School	Other		\$0.00	
			Notes: Magnetic Books				
2	III.B.	Area of Focus: Instructional Practice: ELA					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0381 - Tice Elementary School	Title, I Part A		\$0.00	
			Notes: Peer Collaborative Teacher				
3	III.B.	Area of Focus: Instructional Practice: ELA					\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math					\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science					\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00
7	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00
Total:							\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes