



## Tice Elementary School

4524 TICE ST, Fort Myers, FL 33905

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
98%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
95%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	D	C

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To facilitate high achievement for all students in a safe learning environment through an effective and efficient operation.

##### **Provide the school's vision statement**

To prepare every student for success.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Relationships between teachers and students are built through a variety of processes, including parent involvement activities, as well as student clubs and organizations facilitated by staff members. Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings are held to ensure stakeholders are informed of school-wide initiatives and involved in the decision making process. During the 2014-2015 school year Tice Elementary will have at least four meetings to review School Improvement, Baseline, Mid-Year and End of Year data.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Tice Elementary creates an environment where students feel safe and respected before, during and after school through various clubs and mentor programs. A mentor program pairs students with an adult that checks in on them regularly. During school hours administrators are present through out the school, conducting classroom walk through's as well as facilitating drop off and pick-up processes.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

In order to minimize distractions and keep students engaged during instructional time, each classroom creates a Mission Statements. The Mission Statements provide clear behavioral expectations for all students. Disciplinary incidents are handled based on the School District of Lee County Code of Conduct book for students.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The MTSS Problem-Solving team at Tice Elementary School meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

#### Early Warning Systems



The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183182>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through involvement in PTA meetings, SAC meetings, and school sponsored events. Community partners donate school supplies for use by students to help increase student achievement.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

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

Name	Title
Courtney, Dwayne	Principal
Amaya, Ronda	Assistant Principal
Hogan, Stephanie	Instructional Coach
Kane, Arlene	Instructional Coach

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in an MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
  - Monitor data collection process for fidelity
  - Review & interpret progress monitoring data
  - Collaborate with MTSS Team on effective instruction & specific interventions
  - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
  - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
  - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
  - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
  - Conduct language screenings and assessments
  - Provide ELL interventions at all tiers

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Problem-Solving team at Tice Elementary School meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools. Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill. Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with

Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program. Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Housing Programs Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State

Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS). Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies. Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies. Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dwayne Courtney	Principal
Bob Sorenson	Business/Community
Leonardo Garcia	Business/Community
Marianne Hodges	Parent
Stephanie Hogan	Parent
Arlene Kane	Teacher
Loraine Bernardini	Education Support Employee

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

##### *Evaluation of last year's school improvement plan*

The SAC committee will review data from the 2013-2014 Tice Elementary School Improvement plan as to student achievement and learning gains of all students. Predicted goals will be compared against actual performance outcomes.

##### *Development of this school improvement plan*

The SAC committee will review data from the previous school year and assist in determining goals for the current school year. They will vote to approve the SIP and will be involved in updating the SIP plan at scheduled meetings. Data will be shared and disaggregated as a form of monitoring progress toward achieving the school wide goal of increasing student achievement.

##### *Preparation of the school's annual budget and plan*

School Leadership members develop and implement the budget and planning as is necessary for the demographics of the school. Budgeting and planning focuses on student achievement, qualified staff and continuous improvement.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Consultant Contracts \$2,100.00  
Supplies \$3,428.00  
Supplemental Contracts \$185.00  
Rentals \$400.00  
Other Purchases \$658.00

Use of the school improvement funds will be for purposes of increasing student achievement in reading and math.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Courtney, Dwayne	Principal
Amaya, Ronda	Assistant Principal
Hogan, Stephanie	Instructional Coach
Kane, Arlene	Instructional Coach
Hodges, Marianne	Instructional Coach
Ballard, Marcile	Instructional Technology
Brooks, Sharon	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT meets with administration on a weekly basis. Each member reports out on the progress of his/her assigned grade level and/or subject area. Professional development and support are consistent items on the agenda. Administration often shares information to be disseminated to grade levels.

The major initiatives of the LLT this year include providing professional development and support to staff (in the areas of accountable talk, differentiated instruction, and questioning techniques), implementation of the Florida Standards, and continued growth of PLCs to drive instruction for student achievement.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Tice Elementary will use collaborative PLCs as a means of encouraging positive working relationships between teachers and staff. Teachers have a common planning time with members of their grade level to help with collaborative planning to improve student achievement. Common planning time allows for data driven instructional planning to serve the various needs of each student.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Every effort is made to recruit and retain highly qualified, certified-in-field, effective teachers to the school as administration attends recruitment fairs and maintains on-going relationships with local colleges and universities. Interns are encouraged to work with experienced teachers in an effort to develop teaching skills and be observed for possible future teaching positions.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Beginning teachers are paired with veteran teachers for mentoring. The team meets weekly to discuss effective strategies and data analysis. Mentor also models lessons and sets aside time to observe mentee and give feedback.

Teams are paired based on grade level and/or team. For example, a new kindergarten teacher will be paired with a veteran kindergarten teacher. A new ESE teacher will be paired with a veteran ESE teacher. Teams also meet with administration to discuss expectations and progress toward mastery of those expectations.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teacher lesson plans are aligned to the District Academic Plan which are monitored by school administrators. In addition, school administration conducts classroom walk throughs to ensure alignment. Core instructional materials are distributed from the District, after having been adopted through District process.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data is used to provide and differentiate instruction to meet the diverse needs of students through the PLC process. Instruction is modified through the school-wide intervention plan to meet the needs of all students. The school-wide intervention plan is a fluid process based on current student data to address the individual needs of each student.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 3,000

Before and after school programs focusing on reading, math, science and writing.

**Strategy Rationale**

Extended day services provide additional support and instruction in core academics to increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hodges, Marianne, mariannneeh@leeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

STAR Reading, Math and Science district assessments, end of the year state assessments.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Orientation meetings are held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations of the coming year.

Curriculum nights are held by grade levels to ensure families are aware of the curriculum and expectations for the students.

Students are assessed prior to or upon entering kindergarten within the areas of Basic Skills/school Readiness, Oral Language, Concepts of Print, and Phonological Awareness. Data is used to plan daily academic and social/emotional instruction for students.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase student achievement gains school-wide by focusing on teaching and learning.** 1a

G039295

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	63.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	80.0
Math Gains	71.0
Math Lowest 25% Gains	71.0

**Resources Available to Support the Goal** 2

- personnel (district support, coaches, TIF teachers, paraprofessionals)
- new teacher mentoring program
- professional development opportunities
- student data
- curriculum guides/academic plans
- schedules
- materials

**Targeted Barriers to Achieving the Goal** 3

- routine engagement in instructional best practices
- need for additional professional development and/or increased participation in PD opportunities
- implementation of professional development

**Plan to Monitor Progress Toward G1.** 8

Examine student data

**Person Responsible**

Dwayne Courtney

**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Data reports demonstrating an increase in the percentage of students making gains

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039295

**G1.B1** routine engagement in instructional best practices **2**

 B094578

**G1.B1.S1** Use coaches, TIF teachers, resource teachers, and district personnel to model instructional best practices. **4**

 S105616

### Strategy Rationale

#### Action Step 1 **5**

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for second grade teachers.

#### Person Responsible

Marcile Ballard

#### Schedule

Weekly, from 9/4/2014 to 5/29/2015

#### Evidence of Completion

Intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

## Action Step 2 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for teachers with ESE students.

### **Person Responsible**

Sharon Brooks

### **Schedule**

Weekly, from 9/4/2014 to 5/29/2015

### **Evidence of Completion**

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

## Action Step 3 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for Kindergarten and first grade teachers.

### **Person Responsible**

Stephanie Hogan

### **Schedule**

Weekly, from 9/4/2014 to 5/29/2015

### **Evidence of Completion**

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

## Action Step 4 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for third grade teachers.

### **Person Responsible**

Marianne Hodges

### **Schedule**

Weekly, from 9/4/2014 to 5/29/2015

### **Evidence of Completion**

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

### Action Step 5 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for fourth grade teachers.

**Person Responsible**

Stephanie Hogan

**Schedule**

Weekly, from 9/4/2014 to 5/29/2015

**Evidence of Completion**

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

### Action Step 6 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for fifth grade teachers.

**Person Responsible**

Arlene Kane

**Schedule**

Weekly, from 9/4/2014 to 5/15/2015

**Evidence of Completion**

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Agenda

**Person Responsible**

Ronda Amaya

**Schedule**

Monthly, from 9/4/2014 to 5/29/2015

**Evidence of Completion**

Minutes from meeting, coaches logs, classroom walk throughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom observations focusing on instructional best practices

**Person Responsible**

Dwayne Courtney

**Schedule**


Quarterly, from 9/2/2014 to 5/22/2015

**Evidence of Completion**

Classroom walk throughs

**G1.B1.S2** Engage in regular PLC, data-driven discussions to identify successful instructional practices.

4

 S105618

**Strategy Rationale**

**Action Step 1** 5

Teachers will engage in meetings to review and discuss student data and progress toward mastery of benchmarks. Successful instructional strategies will be identified and shared with the team. Plans for reteaching will utilize successful practices.

**Person Responsible**

**Schedule**

Weekly, from 9/2/2014 to 5/22/2015

**Evidence of Completion**

student data, lesson plans for reteaching

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Agendas and minutes from weekly meetings will be posted on SharePoint and reviewed for progress and implementation

**Person Responsible**

Ronda Amaya

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

administration will maintain a record of reviews

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Data for students who achieve mastery, or show improvement, after reteaching of benchmark and subsequent assessment.

**Person Responsible**

Ronda Amaya


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015


***Evidence of Completion***

agenda item and minutes of LLT meetings with administration's comments about effectiveness of reteaching and reassessing students

**G1.B2** need for additional professional development and/or increased participation in PD opportunities **2**

 B094579

**G1.B2.S1** Survey teachers for professional development needs. **4**

 S105619

**Strategy Rationale**

**Action Step 1** **5**

The faculty will be given a survey asking for input on professional development needs and requests.

**Person Responsible**

Arlene Kane

**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Survey results

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Results of the survey will be analyzed

**Person Responsible**

Ronda Amaya

**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Agenda and minutes



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Use results to plan professional development

**Person Responsible**

Arlene Kane


**Schedule**

Quarterly, from 9/2/2014 to 5/22/2015

**Evidence of Completion**

schedule of professional development

**G1.B2.S2** Continue professional development in questioning, implementation of Common Core, differentiated instruction, and accountable talk. 4

 S105620

**Strategy Rationale**

**Action Step 1** 5

Provide professional development in Webb's Depth of Knowledge, and Analyzing Thinking Skills.

**Person Responsible**

Stephanie Hogan

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Completion of professional development opportunity In-service records

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Evidence of completion of professional development

**Person Responsible**

Stephanie Hogan

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Agenda and minutes of weekly LLT meetings

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

observe classrooms looking for implementation of the professional development focus

**Person Responsible**

Ronda Amaya


**Schedule**

Monthly, from 9/2/2014 to 5/22/2015


**Evidence of Completion**

classroom walk through notes

**G1.B3 implementation of professional development** 2

 B094580

**G1.B3.S1 Provide instructional coaching to assist classroom teachers with implementation.** 4

 S105622

**Strategy Rationale**

**Action Step 1** 5

Provide coaching for classroom teachers.

**Person Responsible**

Stephanie Hogan

**Schedule**

Weekly, from 9/2/2014 to 5/22/2015

**Evidence of Completion**

coaches logs

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Observation of implementation of best practices

**Person Responsible**

Ronda Amaya

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Classroom walk through observations and notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Student achievement data

**Person Responsible**

Dwayne Courtney


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Student achievement data

**G1.B3.S2** Assign follow up activities to participants that include demonstrating implementation of professional development focus. 4

 S105623

**Strategy Rationale**

**Action Step 1** 5

Teachers will incorporate learning from professional development into their classroom lessons.

**Person Responsible**

Arlene Kane

**Schedule**

Quarterly, from 9/2/2014 to 5/22/2015

**Evidence of Completion**

lesson plans, classroom walk throughs

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

administration will observe teachers implementing professional development

**Person Responsible**

**Schedule**

**Evidence of Completion**

completed classroom walk throughs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

anecdotal data will be collected and reviewed

**Person Responsible**

**Schedule**

**Evidence of Completion**

completed schedule of observations

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Model accountable talk, differentiated instruction, implementation of Common Core, and questioning techniques for second grade teachers.	Ballard, Marcile	9/4/2014	Intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G1.B1.S2.A1	Teachers will engage in meetings to review and discuss student data and progress toward mastery of benchmarks. Successful instructional strategies will be identified and shared with the team. Plans for reteaching will utilize successful practices.		9/2/2014	student data, lesson plans for reteaching	5/22/2015 weekly
G1.B2.S1.A1	The faculty will be given a survey asking for input on professional development needs and requests.	Kane, Arlene	9/2/2014	Survey results	5/29/2015 quarterly
G1.B2.S2.A1	Provide professional development in Webb's Depth of Knowledge, and Analyzing Thinking Skills.	Hogan, Stephanie	9/8/2014	Completion of professional development opportunity In-service records	5/29/2015 quarterly
G1.B3.S1.A1	Provide coaching for classroom teachers.	Hogan, Stephanie	9/2/2014	coaches logs	5/22/2015 weekly

Lee - 0381 - Tice Elementary School - 2014-15 SIP  
Tice Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	Teachers will incorporate learning from professional development into their classroom lessons.	Kane, Arlene	9/2/2014	lesson plans, classroom walk throughs	5/22/2015 quarterly
G1.B1.S1.A2	Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for teachers with ESE students.	Brooks, Sharon	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G1.B1.S1.A3	Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for Kindergarten and first grade teachers.	Hogan, Stephanie	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G1.B1.S1.A4	Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for third grade teachers.	Hodges, Marianne	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G1.B1.S1.A5	Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for fourth grade teachers.	Hogan, Stephanie	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/29/2015 weekly
G1.B1.S1.A6	Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for fifth grade teachers.	Kane, Arlene	9/4/2014	Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs	5/15/2015 weekly
G1.MA1	Examine student data	Courtney, Dwayne	9/2/2014	Data reports demonstrating an increase in the percentage of students making gains	5/29/2015 quarterly
G1.B1.S1.MA1	Classroom observations focusing on instructional best practices	Courtney, Dwayne	9/2/2014	Classroom walk throughs	5/22/2015 quarterly
G1.B1.S1.MA1	Agenda	Amaya, Ronda	9/4/2014	Minutes from meeting, coaches logs, classroom walk throughs	5/29/2015 monthly
G1.B2.S1.MA1	Use results to plan professional development	Kane, Arlene	9/2/2014	schedule of professional development	5/22/2015 quarterly
G1.B2.S1.MA1	Results of the survey will be analyzed	Amaya, Ronda	9/2/2014	Agenda and minutes	5/29/2015 quarterly
G1.B3.S1.MA1	Student achievement data	Courtney, Dwayne	9/2/2014	Student achievement data	5/29/2015 monthly
G1.B3.S1.MA1	Observation of implementation of best practices	Amaya, Ronda	9/2/2014	Classroom walk through observations and notes	5/29/2015 monthly
G1.B1.S2.MA1	Data for students who achieve mastery, or show improvement, after reteaching of benchmark and subsequent assessment.	Amaya, Ronda	9/2/2014	agenda item and minutes of LLT meetings with administration's comments about effectiveness of reteaching and reassessing students	5/29/2015 monthly
G1.B1.S2.MA1	Agendas and minutes from weekly meetings will be posted on SharePoint and reviewed for progress and implementation	Amaya, Ronda	9/2/2014	administration will maintain a record of reviews	5/29/2015 monthly
G1.B2.S2.MA1	observe classrooms looking for implementation of the professional development focus	Amaya, Ronda	9/2/2014	classroom walk through notes	5/22/2015 monthly
G1.B2.S2.MA1	Evidence of completion of professional development	Hogan, Stephanie	9/2/2014	Agenda and minutes of weekly LLT meetings	5/29/2015 monthly
G1.B3.S2.MA1	anecdotal data will be collected and reviewed		completed schedule of observations	once	
G1.B3.S2.MA1	administration will observe teachers implementing professional development		completed classroom walk throughs	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Increase student achievement gains school-wide by focusing on teaching and learning.

#### G1.B1 routine engagement in instructional best practices

**G1.B1.S1** Use coaches, TIF teachers, resource teachers, and district personnel to model instructional best practices.

##### PD Opportunity 1

Model accountable talk, differentiated instruction, implementation of Common Core, and questining techniques for fourth grade teachers.

##### Facilitator

Stephanie Hogan

##### Participants

Classroom teachers

##### Schedule

Weekly, from 9/4/2014 to 5/29/2015

#### G1.B2 need for additional professional development and/or increased participation in PD opportunities

**G1.B2.S2** Continue professional development in questioning, implementation of Common Core, differentiated instruction, and accountable talk.

##### PD Opportunity 1

Provide professional development in Webb's Depth of Knowledge, and Analyzing Thinking Skills.

##### Facilitator

Ballard- Kindergarten Brooks - 1st Grade Ballard - 2nd Grade Hodges - 3rd Grade Hogan - 4th Grade Kane - 5th Grade

##### Participants

Classroom teachers

##### Schedule

Quarterly, from 9/8/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



## Budget Rollup

Summary	
Description	Total
Grand Total	0