

Alachua County Public Schools

Chester Shell Elementary School



2016-17 Schoolwide Improvement Plan

Chester Shell Elementary School

21633 SE 65TH AVE, Hawthorne, FL 32640

<https://www.sbac.edu/shell>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	F	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chester Shell Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

District: We are committed to the success of every student.

School: The faculty and staff at Shell Elementary School are dedicated to providing a safe, positive and enriching environment where each student is empowered and inspired to reach his or her full academic, social and leadership potential. Through a collaborative atmosphere, the faculty and staff of Shell Elementary will model the ideals of respect, diversity, cooperation, leadership and diligence.

b. Provide the school's vision statement.

District: We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community

School: Shell Elementary School aims to cultivate a partnership where school, home and the community support the well rounded development of the children we serve. We will create challenging, diverse and differentiated learning environment with the aim of shaping our students into self-sufficient, confident and responsible leaders.

2. School Environment

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

The school learns about students' cultures through open communication that begins at the start of the school year. The faculty and staff are trained in high poverty awareness and have an understanding of the variety of needs our rural students exhibit. The school provides numerous parent involvement activities throughout the year such as Meet the Teacher, Open House, and Moving Up to encourage and foster relationships with families and increase continual awareness of families needs. Every nine weeks we celebrate student accomplishments with families through an awards program that focuses not only on proficiency but also on students growth. The PTA engages families with events that bring immediate and extended family to school and builds on the history of the community through our Spring Fling. Our school is highly visible and involved in community events to build relationships with families and to encourage continual awareness regarding the perception of families and their backgrounds.

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

The school sets guidelines and procedures in place that encourage a safe environment for all students. During pre-planning teachers are trained on critical incident procedures for fires, lock downs, bomb threats and severe weather. Our SRO also provides information on his role and surveys the campus for areas of need. The faculty and staff help to set an atmosphere that has zero tolerance for bullying and nurtures assurance that the school will follow up and investigate concerns in a timely fashion. Before, during and after school teachers implement a behavior management system that is followed school wide emphasizing positive behavior and follows the principles outlined in The Seven Habits of Highly Effective People.

c. 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.

The school wide behavioral system focuses on instruction in and reinforcement of The Seven Habits of Highly Effective People. Students are recognized and rewarded for being proactive and putting "first things first." In addition we focus heavily on positive reinforcement through our PBS plan. This includes the use of "caught" slips for a prize from the principal and Mustangs Money that can be used to purchase items at our Mustangs Market. Teachers have support of the Leadership Team in implementation of the system as well as providing guidance and implementing RTI process for students who have repetitive issues. School wide procedures and expectations are in place for before, during and after school times, moving in hallways, entering/exiting cafeteria, while eating in cafeteria, in resource areas and on the playground in order to provide consistency. Faculty along with the Leadership Team have developed a plan that works to minimize distractions and allow all students to have quality instructional time and encourage PBS. Faculty is trained during pre-planning on how to implement the behavior strategies school wide. Teachers focus on building a positive relationship with families and students to help maintain relationships that support school goals.

d. 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 school ensures the social-emotional needs of students are being met by providing support to the students and their families. Students are provided clothing, food (through the backpack program) and health services as school board policy will allow. Families that request support for services are directed toward necessary support. Counseling is available for students through guidance, Meridian Health Service (which has a office on site at least one day a week) and through the school psychologist. Students are mentored by all faculty and staff to encourage positive behaviors and to build confidence in themselves. Data chats provide students an opportunity with a mentor to look at reasons they are being successful or struggling, while creating goals toward high expectations for future assessments.

3. Early Warning Systems

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

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

The School Based Leadership Team monitors attendance, tardies, academics and behavioral data on a weekly basis. Students of concern are placed on a watch list and concerns are followed up with parent contact by the teacher. For continued concerns an EPT meeting is scheduled. The EPT process and the truancy officer with Alachua County Sheriff's office provides support and policies for families, who have serious offenses for attendance. An EPT meeting is also set for any student struggling in an academic area where we track specific interventions and monitor progress. EPT meetings are continued on a monthly interval until sustained improvement is made in the area of concern. The student may also be recommended for testing with the school psychologist to provide detailed feedback if interventions fail to make improvements after a minimum number of hours.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The first line of intervention is counseling of the child and the parent to find a focus for the root of the problem. Then seeking further support from the school Psychologist, Meridian or ASO Truancy Officer. Educational Planning Meetings are set once a student has reach 5 unexcused absences or if there are repetitive behaviors that are not improving with our school wide discipline plan. At the EPT meeting the focus is on providing support for the child with the necessary interventions. Behavior support may include creating point sheets, developing more routine structures and setting more restrictions on moving freely within in school without supervision. Attendance support may include explaining the consequences to the parent of continual absences and offering support to alleviate the problem. If necessary the Truancy Officer will do a home visit and follow up with suggested procedures to provide support before recommending SARS or turning to State's Attorney Office.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Building a positive relationship with families is a priority of all faculty and staff. Beginning with an opportunity to meet the teacher during preplanning and to celebrate achievements of their child every nine weeks at nine week award ceremonies. The faculty provides various parent involvement events, which are focused on different content areas at varying times of the year - Reading, Math and Science, as well as opportunity to learn ways to support your child during the summer months. Communication with families is a high priority with weekly phone homes from the Principal, daily agendas schoolwide to keep parents informed of homework and behaviors, weekly newsletters from Homeroom teachers, Friday communication folders that provide notification about child's academic progress and monthly school newsletters. The school works to make a presence at community events

and be highly visible to family to help encourage positive interaction with the families. Each child has a data folder which allows the child and their families to have involvement in setting goals and monitoring progress on FAIR, Benchmark test, Fluency probes, Math facts and Discovery Education testing.

2. 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 works to build and sustain partnerships with the local community by taking an active role in the local Chamber of Commerce with the City of Hawthorne, which helps secure resources to support the school and student achievement. Through the chamber and active involvement with the community the school has secured numerous business partners that also provide additional resources and support. The PTA is also actively involved in supporting community related events by providing free activities for children at the Halloween Carnival, Holiday Parade, and local festivals. The school works with the local library to facilitate events and activities for students to attend that increase exposure to reading and science activities. In return the library makes a continual presence at parent involvement events and school activities. Whenever possible teachers take students on field trips to local businesses, so students will have opportunities to experience and appreciate their community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Burton, Holly	Principal
Williamson, Elizabeth	Assistant Principal
Harris, Annie	Dean
Mitchell, Stacey	Other

b. Duties

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

Principal Holly Burton: Lead school instructional decision making and vision as well as solicit input from stake holders.

Assistant Principal Liz Williamson: Provide input as a member of leadership team, assist in coaching classroom teachers and monitor school wide data.

Behavior Resource Teacher Annie Harris: Provide input as a member of leadership team and support teachers with behavior interventions.

FCIMS Facilitator Stacey Mitchell: Provide input as a member of leadership team, provide support and coaching to teachers and regularly discuss data with teachers.

Guidance Counselor Meredith Richards: Lead the EPT and RTI process, track intervention hours, provide resources and referrals to parents and teachers as needed.

All leadership team members work together to ensure that the school culture and atmosphere promotes active student learning and best practices of instructional techniques. Teachers are provided opportunities throughout the year to participate in the decision making processes that effect their students, curriculum, behavior and their environment. The leadership team provides positive feedback that encourages the growth of teachers and therefore positive growth in students. Best practices are shared at faculty meetings by fellow teachers creating a support network to encourage use of these practices. Student data is monitored by the leadership team on a weekly basis and discussed in data chats bi-weekly with teachers to provide additional support for individual students as necessary. Education Planning Team and Response to Intervention meetings are scheduled on a regular monthly basis, but more frequent EPTs are scheduled as the need arises for individual students, which builds support for families in the process.

2. 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.

All students are monitored on our Google Doc assessment system weekly. Teachers input assessment data in the areas of fluency, reading, writing, math and science. After data chats with teachers, the Leadership team monitors the progress of each student and implements the appropriate interventions, as well as the EPT monitoring system. Support for additional interventions is identified by the Leadership team which enables the highest impact use of Interns from UF, the school Resource Officer, Resource teachers, staff, academic coaches and volunteers.

District provided language arts, math, and technology coaches are used to support in the continual use of best practices by teachers as well as provided training and support on the numerous resources to support standards-based curriculum. This support provides opportunities for a variety of interventions to meet the needs of individual students.

Title 1 funds will be primarily used this year in the area of personnel. Through these funds our school receives two full time Title 1 Teacher Tutor and a FCIMS faciliatator. Additional Title 1 funds will be used to support Parent Involvement activities and time for teachers to collaborate in PLC on best practices. Lead Title I teacher with Principal and District Title I oversees funds. An inventory of Title I funds is maintained by Lead Title I teacher, Executive Assistant and District Title I.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Holly Burton	Principal
Sue Bruce	Education Support Employee
Meredith Henry	Business/Community
Mealnie Aultman	Business/Community
Sylvia Robinson	Education Support Employee
Sarah Parsons	Teacher
Lelia Powell	Teacher
Lillian Hutchinson	Parent
Kristin Swilley	Parent
Annie Harris	Teacher
Ellen Vause	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SIP goals were presented and approved by the SAC committee in the fall of 2015. The SIP goal update status information was shared with SAC in May of 2016. In October of 2016, the SIP goals for 2015-16 will be presented.

b. Development of this school improvement plan

The SAC makes suggestions as to the content of the SIP based on our Climate Survey results. The plan will be presented at the September SAC meeting.

c. Preparation of the school's annual budget and plan

The principal will request approval from the SAC when spending any lottery monies this year or when requesting that funds be moved into principal discretionary funds. No plans for requesting of additional principle discretionary funds are planned at this time.

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

The monies that are controlled by the SAC have yet to be encumbered. Based on last year's priorities, the SAC funds will be used to fund school buses for field trips for all grade levels as a way to enrich each student as well as assist in the One Book One School Project.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Burton, Holly	Principal
Williamson, Elizabeth	Assistant Principal
Harris, Annie	Dean
Green, Michelle	Teacher, K-12
Whitten, Lynn	Teacher, K-12
Powell, Lelia	Teacher, K-12
Mitchell, Stacey	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school provides numerous opportunities to increase literacy within the school and community. The media center provides a Bookworm program that rewards students quarterly for making reading goals. Twice a year the entire school participates in One Book One School where all students read the same book and each grade level hosts guest speakers, develops activities and completes research that compliments the topics in the book. Books are chosen by the faculty and focus on increasing student engagement as well as student achievement. Community members and families are encouraged to read along with the school wide reading schedule.

Shell Elementary has extended school day where students are grouped based on need and supported through additional reading curriculum.

D. Public and Collaborative Teaching

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

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

One school's strategy to encourage positive working relationships between teachers is to continue implementing "The Seven Habits." This year teachers will participate in a PLC book study on "The Seven Habits of Highly Effective Teens." With this book the school will create a culture of shared experiences and growth. As a part of our PBS program students use "caught" slips. We will also use teacher "caught" slips, where we will focus on positive behaviors exhibited by teachers as well.

Common planning time is a priority in scheduling, allowing for teachers to work together to encourage continual growth. This year teachers have a minimum of 45 minutes a day to plan collaboratively with their team. Once a week grade level teams also meet with the Assistant Principal or FCIMS Facilitator to discuss data and plan instruction based on the standards. This also provides time for a non evaluative coaching and modeling. Our district assigned literacy and math/science coach also assist with this.

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

The district screens all candidates in the application process to ensure that they are highly qualified. One strategy to develop teachers is to provide ongoing professional development practices through the administrative team. When assigning teachers to their grade levels and teams careful consideration was made for personalities as well as personal strengths and weaknesses in order to build teams that would

help develop a positive work environment. The principal also meets regularly with teachers to discuss areas of strengths and potential areas for growth and support.

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

Beginning teachers in Alachua County are assigned a district mentor coach. This coach meets with assigned teachers once a week to brainstorm strategies, coach and observe. In addition, team leaders are chosen by their team and help assist and coach new teachers. Beginning teachers are observed by the principal on a more frequent basis. Teachers are coached in areas where growth is needed and training opportunities are provided.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The School District selects core instructional programs and materials per guidelines in Florida Statutes. Instructional calendars are created by the district and provided to teachers to ensure alignment to Florida Standards. Resources are suggested for areas to enhance core instructional materials by the district. This year there will also be professional development required for standards based planning to focus on Florida Standards.

b. Instructional Strategies

1. 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 collected on Google Docs provides an awareness about students who are falling into categories of above, on or below proficiency on Benchmark, chapter, weekly, assessments as well as former statewide assessment scores. Fluency in Math and Reading are also tracked. Students are compared to class averages for EPT/RTI processes. Whenever necessary test scores are analyzed to find specific benchmarks the class/ student struggled with to appropriately differentiate students for reteach and reassessment. Tiers of support with more individualized and typically more frequent small group instruction is provided for students in the greatest need. Extra support is provided to students in Tier 2 and 3 with UF interns, resource faculty during their unscheduled class times and with Title I services.

Instruction is modified in reading for ESE and struggling students by adapting the core curriculum to meet the needs of the students. The level reader sets allows instruction to be modified to student needs by allowing for lower readability and questions for those in need. Students are instructed at their current grade level with increased support for foundational skills that need to be scaffold.

Instruction is modified in math for ESE and struggling students by adapting the core curriculum if necessary to meet the needs of the students - a beginning of a new chapter students are assessed to find their level of understanding and readiness for the standard. Reteaching background skills is often required to help students be ready for instruction in a modified format. Instruction will include greater number of examples with less individualized practice.

Students who are showing above proficiency differentiate with enrichment and opportunities to extend learning beyond the benchmarks whenever possible. Using a variety of resources- GEMS, AIMS, literature sets, online technology programs the curriculum is supplemented to provided additional challenges for students.

2. 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: 10,800

Extended day enrichment hour for all students in grades K-5. District testing data will be used to identify students in need of specialized reading intervention, as well as students in need of enrichment. Shell teachers will teach the extra hour using a variety of district approved resources to meet specific student needs.

Strategy Rationale

Additional time in differentiating reading instruction will positively enhance reading achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burton, Holly, burtonha@gm.sbac.edu

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

Students data reports will be generated through Fast ForWord, Achieve 3000 and Waterford and analyzed to determine the impact of intervention. In addition, in class and district assessments will be monitored for positive growth.

Strategy: Before School Program

Minutes added to school year: 5,430

Reflex Math Computer Based Program

Strategy Rationale

Students who master the basic math facts that are developmentally appropriate struggle less when attempting applying them to math concepts and skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williamson, Elizabeth , williaea@gm.sbac.edu

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

Monitoring of online reports through Reflex math that provides feedback on students time on task, fluency of math facts and growth.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

VPK/Headstart program is housed at our site. Students and their families are integrated into the activities of the K-5 group as much as possible. Relationships are built with local daycare providers and we offer information regarding student readiness to their employees as well as their families. At the end of the school year, these students spend time in the Kindergarten classrooms to build their confidence for their K year. Kindergarten roundup is held each May. We also hold a Moving-up night and invite incoming K parents to meet with K teachers to learn strategies to use over the summer to help their student be ready for K.

For outgoing students we work with the local middle/high school on a regular basis to build a community and to foster a smooth transition for students and families.

b. College and Career Readiness

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

NA

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

NA

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

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement the use of science mini assessments then seventy percent of students will be proficient on FCAT science.
- G2.** If we implement the use of Fast Forward and Thinking Maps then seventy percent of students will be proficient on the ELA portion of FSA.
- G3.** If we implement standards based planning then seventy percent of students will be proficient on the math portion of FSA.

Strategic Goals Detail

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

G1. If we implement the use of science mini assessments then seventy percent of students will be proficient on FCAT science. 1a

G085108

Targets Supported 1b

Indicator	Annual Target
	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of standards
- Lack of Florida Standards based curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus lessons on district science site
- Common Planning for standards
- AIMS
- Robotics

Plan to Monitor Progress Toward G1. 8

Science mini assessments based on standards provided by district

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Increase in proficiency of students on science mini assessments.

G2. If we implement the use of Fast Forward and Thinking Maps then seventy percent of students will be proficient on the ELA portion of FSA. 1a

G085109

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Students struggling with thinking processes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Standards Based Planning
- Writing Plan
- Pearson Reading Street - Reading/ Language Arts Basal
- Sample Test from FSA
- 120 minute ELA block
- Integrated writing into content areas

Plan to Monitor Progress Toward G2. 8

Nine weeks assessments as well as weekly reading test.

Person Responsible

Elizabeth Williamson

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Student scores on weekly reading and nine weeks assessments.

G3. If we implement standards based planning then seventy percent of students will be proficient on the math portion of FSA. 1a

 G085110

Targets Supported 1b

Indicator	Annual Target
	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in classroom
- After looking at BPIE during June 2016, need additional time for ESE teachers to plan with classroom teachers and resource teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional curriculum Wylie Math based on standards
- Calendar Math in each grade level
- Homework - increasing accountability and practice outside of classroom
- Reflex Math
- Kagan Math Strategies

Plan to Monitor Progress Toward G3. 8

Concept Math Tests

Person Responsible

Elizabeth Williamson

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Students will show an increase in concept tests.

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. If we implement the use of science mini assessments then seventy percent of students will be proficient on FCAT science. **1**

 **G085108**

G1.B3 Lack of Florida Standards based curriculum **2**

 **B226393**

G1.B3.S1 Teachers will collaborate in standards based planning. **4**

 **S238821**

Strategy Rationale

If teacher plans according to standards as oppose to district provided curriculum they can ensure they have taught all standards and to the appropriate level of complexity.

Action Step 1 **5**

Teachers will meet to plan based on standards

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Evidence of standards based plans will be evident in lesson plans and in classroom walk-throughs.

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

Administrators will check for standards based lessons and higher order questioning.

Person Responsible

Holly Burton

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.

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

Student scores on FCAT science

Person Responsible

Holly Burton

Schedule

Annually, from 8/15/2016 to 6/1/2017

Evidence of Completion

Increase in science scores on FCAT.

G2. If we implement the use of Fast Forward and Thinking Maps then seventy percent of students will be proficient on the ELA portion of FSA. **1**

 G085109

G2.B4 Students struggling with thinking processes **2**

 B226397

G2.B4.S1 Thinking Maps will be used to help students organize their thoughts and change the way their brains process information. **4**

 S238826

Strategy Rationale

By streamlining graphic organizers based on thought patterns students will be able to easily process reading passages with an organizational structure.

Action Step 1 **5**

Thinking Maps Professional Development

Person Responsible

Holly Burton

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk throughs

Action Step 2 **5**

Teachers will review a Thinking Map every week and incorporate with The Seven Habits. Over the summer teachers met and created a plan in order to do this. Our on site trainer Katie Robinson will also follow up and provide support to struggling teachers.

Person Responsible

Holly Burton

Schedule

Weekly, from 8/15/2016 to 10/7/2016

Evidence of Completion

Plan sent to all teachers which will be seen in classroom walk throughs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrator will monitor use of Thinking Maps through snapshots.

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Thinking Maps will be evident in student work, teacher charts and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student test scores on FSA ELA

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Increase in student achievement on FSA ELA


G3. If we implement standards based planning then seventy percent of students will be proficient on the math portion of FSA. 1

 G085110

G3.B3 Lack of rigor in classroom 2

 B226400

G3.B3.S1 Teachers will collaborate in standards based planning. 4

 S238828

Strategy Rationale

If teacher plan according to standard as oppose to district provided curriculum they can ensure they have taught all standards and to the appropriate level of complexity.

Action Step 1 5

Teachers will meet to plan based on standards

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Evidence of standards based plans will be evident in lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administrators will check for standards based lessons and higher order questioning.

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student scores on math FSA.

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Increase in math scores on FSA.

G3.B6 After looking at BPIE during June 2016, need additional time for ESE teachers to plan with classroom teachers and resource teachers. 2

 B226403

G3.B6.S1 Master schedule will provide opportunities for ESE teachers to plan with resource area teachers and classroom teachers. 4

 S238829

Strategy Rationale

Collaborative planning time will ensure all students needs are being met throughout entire school.

Action Step 1 5

ESE teachers will meet with grade level and resource area teachers at least once a month to discuss student progress and needs.

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Monthly meeting notes

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

During the meetings, one member of the group will take notes on the topics discussed.

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

The notes will be submitted to the administrative team to ensure meetings are taking place.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

A google invitation will be sent out through email to remind teachers to meet

Person Responsible

















Elizabeth Williamson

Schedule

Evidence of Completion

Google calendar invites and responses to invites.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M316180	Science mini assessments based on standards provided by district	Burton, Holly	8/15/2016	Increase in proficiency of students on science mini assessments.	No End Date weekly
G1.B3.S1.A1  A309318	Teachers will meet to plan based on standards	Williamson, Elizabeth	8/15/2016	Evidence of standards based plans will be evident in lesson plans and in classroom walk-throughs.	No End Date weekly
G2.B4.S1.MA1  M316186	Student test scores on FSA ELA	Burton, Holly	8/15/2016	Increase in student achievement on FSA ELA	No End Date annually
G2.B4.S1.MA1  M316187	Administrator will monitor use of Thinking Maps through snapshots.	Burton, Holly	8/15/2016	Thinking Maps will be evident in student work, teacher charts and lesson plans.	No End Date daily
G3.B3.S1.MA1  M316191	Student scores on math FSA.	Burton, Holly	8/15/2016	Increase in math scores on FSA.	No End Date annually
G3.B3.S1.MA1  M316192	Administrators will check for standards based lessons and higher order questioning.	Burton, Holly	8/15/2016	Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.	No End Date daily
G3.B3.S1.A1  A309330	Teachers will meet to plan based on standards	Williamson, Elizabeth	8/15/2016	Evidence of standards based plans will be evident in lesson plans	No End Date weekly
G3.B6.S1.MA1  M316193	A google invitation will be sent out through email to remind teachers to meet	Williamson, Elizabeth	8/15/2016	Google calendar invites and responses to invites.	No End Date monthly
G3.B6.S1.MA1  M316194	During the meetings, one member of the group will take notes on the topics discussed.	Williamson, Elizabeth	8/15/2016	The notes will be submitted to the administrative team to ensure meetings are taking place.	No End Date monthly
G3.B6.S1.A1  A309331	ESE teachers will meet with grade level and resource area teachers at least once a month to discuss...	Williamson, Elizabeth	8/15/2016	Monthly meeting notes	No End Date monthly
G2.B4.S1.A2  A309328	Teachers will review a Thinking Map every week and incorporate with The Seven Habits. Over the...	Burton, Holly	8/15/2016	Plan sent to all teachers which will be seen in classroom walk throughs	10/7/2016 weekly
G2.MA1  M316188	Nine weeks assessments as well as weekly reading test.	Williamson, Elizabeth	8/15/2016	Student scores on weekly reading and nine weeks assessments.	6/1/2017 weekly
G3.MA1  M316195	Concept Math Tests	Williamson, Elizabeth	8/15/2016	Students will show an increase in concept tests.	6/1/2017 monthly
G1.B3.S1.MA1  M316178	Student scores on FCAT science	Burton, Holly	8/15/2016	Increase in science scores on FCAT.	6/1/2017 annually
G1.B3.S1.MA1  M316179	Administrators will check for standards based lessons and higher order questioning.	Burton, Holly	8/15/2016	Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.	6/1/2017 daily
G2.B4.S1.A1  A309327	Thinking Maps Professional Development	Burton, Holly	8/15/2016	Classroom walk throughs	6/2/2017 daily

V. Professional Development Opportunities

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

G2. If we implement the use of Fast Forward and Thinking Maps then seventy percent of students will be proficient on the ELA portion of FSA.

G2.B4 Students struggling with thinking processes

G2.B4.S1 Thinking Maps will be used to help students organize their thoughts and change the way their brains process information.

PD Opportunity 1

Thinking Maps Professional Development

Facilitator

Katie Robinson

Participants

All Faculty Members

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Teachers will review a Thinking Map every week and incorporate with The Seven Habits. Over the summer teachers met and created a plan in order to do this. Our on site trainer Katie Robinson will also follow up and provide support to struggling teachers.

Facilitator

Katie Robinson

Participants

All new teachers and teachers struggling with how to implement the maps.

Schedule

Weekly, from 8/15/2016 to 10/7/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Teachers will meet to plan based on standards	\$0.00
2	G2.B4.S1.A1	Thinking Maps Professional Development	\$0.00
3	G2.B4.S1.A2	Teachers will review a Thinking Map every week and incorporate with The Seven Habits. Over the summer teachers met and created a plan in order to do this. Our on site trainer Katie Robinson will also follow up and provide support to struggling teachers.	\$0.00
4	G3.B3.S1.A1	Teachers will meet to plan based on standards	\$0.00
5	G3.B6.S1.A1	ESE teachers will meet with grade level and resource area teachers at least once a month to discuss student progress and needs.	\$0.00
Total:			\$0.00