Chester Shell Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 10/17/2017.

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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Chester Shell Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 provding a safe, positive and enriching environment where each student is empowered and inspried 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.

Our school faculty and staff maintains open communication with families that begins at the start of the school year. School personnel have a strong understanding of what students in rural areas are in need of, as well as being trained in high poverty awareness. There are multiple parent involvement activities throughout the year such as Meet the Teacher, Open House, and Moving Up to build relationships with families that will encourage communication with ongoing needs. Each nine weeks families are invited to celebrate their child's growth and proficiency accomplishments. We are also hosting a Fall Festival this year to engage immediate and extended families with our school community. Our school is highly visible and involved in community events that take place throughout the year.

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 focuses on acknowledging positive behaviors and follows the principles outlined in The Seven Habits of Highly Effective People. Students also reviewed safety procedures in major areas of the school during the first week to ensure consistent communication of school wide expectations.

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 to the Seven Habits, we focus heavily on positive reinforcement through our PBS plan. This includes the use of "caught" slips for a prize from the principal and Mustang Money that can be used to purchase items at our Mustang Market. Teachers have support of the Leadership Team in implementation of our school wide system as well as providing guidance and implementing RTI processes 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. Our faculty is trained during pre-planning on how to implement these 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	1	2	8	8	0	0	0	0	0	0	0	19
One or more suspensions	1	1	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	4	8	4	3	3	1	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	4	11	18	0	0	0	0	0	0	0	33

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	1	1	0	4	5	7	0	0	0	0	0	0	0	18

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. Additional support is sought out from the school Psychologist, Meridian or ASO Truancy Officer. Classroom teachers consistently make phone calls home when students are absent several days in a row. Educational Planning Meetings are set once a student has reached 5 unexcused absences or if there are repetitive behaviors that are not improving with our school wide positive behavior plan. The focus at the EPT meeting is to provide 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 the 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.

For students not meeting state assessment grade level standards, participation in small group instruction, Title 1 intervention groups, resource teacher intervention groups, 21st Century tutoring after school, and/or Extended Day intervention is provided for remediation of state standards.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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 quarterly District AIMS assessments, Concept Tests, Fluency probes, and Math fact fluency.

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

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
Roberson, Jenni	Assistant Principal
Harrington, Seth	Dean
Mitchell, Stacey	Other
Evans, Hannah	School Counselor

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 Jenni Roberson: Provide input as a member of leadership team, assist in coaching classroom teachers and monitor school wide data.

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

FCIMS Instructional Coach 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 bi-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.

The FCIMS Instructional Coach and district provided 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 Tutors and a FCIMS Instructional Coach. Additional Title 1 funds will be used to support Parent Involvement activities and time for teachers to collaborate in PLC meetings 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
Meredith Henry	Business/Community
Mealnie Aultman	Business/Community
Sylvia Robinson	Education Support Employee
Sarah Parsons	Teacher
Lelia Powell	Teacher
Kristin Swilley	Parent
Ellen Vause	Business/Community
Angela Moore	Parent
Lillian Hutchinson	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SIP goals were presented and approved by the SAC committee in the fall of 2016. The SIP goal update status information was shared with SAC in May of 2017. In October of 2017, the SIP goals for 2017-18 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
Roberson, Jenni	Assistant Principal
Harrington, Seth	Dean
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 the Accelerated Reader program that rewards students quarterly for achieving reading goals. Once a year the entire school participates in the 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 faculty members and focus on increasing student engagement and achievement. Our media specialist plans events for guest authors to speak to grade levels about specific texts they have been reading. Community members and families are encouraged to read along with the school wide selected texts. Students in need of additional reading support are taught daily in small groups by our resource teachers who are trained in the Leveled Literacy Initiative program.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Over the past several years, our school staff has implemented "The Seven Habits" as well as participated in a book study on "The Seven Habits of Highly Effective Teens." We will continue using these principles to build a collaborative culture and focus on growth as a staff.

Common planning remains a priority in scheduling to allow grade level teams to collaboratively meet and discuss high-yield strategies to implement across the curriculum. Teachers have a minimum of 45 minutes daily to meet with their team. Teams also meet regularly with the Assistant Principal and FCIMS Instructional Coach to plan instruction based on the standards and discuss data. These collaborative sessions also allow time for in-depth discussions of best practices for each part of the standard, allowing for modeling, coaching, and job-embedded professional development to take place. Our district professional development specialist also takes part in team planning meetings and disaggregates data to assist in professional development needs.

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 best practices, observe instruction and provide targeted feedback. 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 multiple 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 Statues. 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. Our grade level teams are also participating in job-embedded 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 Florida standards 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. Test scores are analyzed when necessary to find specific standards 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 if necessary to meet the needs of the students. The level reader sets allow 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 scaffolding.

Instruction is modified in math for ESE and struggling students by adapting the core curriculum if necessary to meet the needs of the students. At the beginning of a new concept, 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 scaffolded examples with less individualized practice.

Students who are showing above proficiency differentiate with enrichment and opportunities to extend learning beyond the standards whenever possible. A variety of resources are used such as GEMS, AIMS, literature sets, and 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: After School Program

Minutes added to school year: 26,400

Selected students will participate in the 21st Century Community Learning Center (21st CCLC) after school tutoring program. This will provide opportunities for academic enrichment, including providing tutorial services to help students meet grade level standards. State and district testing data will be used to identify students in need of this additional support or enrichment.

Strategy Rationale

Additional time in differentiating 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 progress will be monitored by formative and summative evaluations to monitor progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. In addition, class and district assessments given in the classroom will be monitored for positive growth.

Strategy: After School Program

Minutes added to school year: 10,800

Extended Day Intervention will provide opportunities for additional hours after school for small group intervention support. State and district testing data will be used to identify students in need of this additional support.

Strategy Rationale

Students who receive additional targeted support in the areas of reading or math show improvement with grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

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

Progress monitoring through formal and informal assessments will determine growth of intervention groups.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

This year we were awarded a grant for our fifth grade students to travel to BizTown, a Junior Achievement sponsored town in Tampa where students are assigned jobs and get the experience of what it takes to run a town. This experience will assist in determining their professional interests and begin thinking of the steps they will need to take in order to achieve that profession.

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.

Students have the option to participate in a robotics club after school and compete with schools across the district.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   If we implement the use of Thinking Maps across the curriculum 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 and benchmark tests then seventy percent of students will be proficient on FCAT science. `1a`

🔍 G095687

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	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`

- 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
Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Increase in proficiency of students on science mini assessments.

G2. If we implement the use of Thinking Maps across the curriculum then seventy percent of students will be proficient on the ELA portion of FSA. `1a`

🔍 G095688

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`

Quarterly District AIMS assessments and bi-weekly standards-based assessments.

Person Responsible
Jenni Roberson

Schedule
Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Increased student achievement on assessments.

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

🔍 G095689

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in classroom

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

- IStation Math

- Kagan Math Strategies

- Additional curriculum: Everglades Math for grades 3-5

Plan to Monitor Progress Toward G3. 8

Mini assessments and concept tests provided by the district.

Person Responsible

Jenni Roberson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students will show standards growth on mini assessments and concept tests. Assessment data is housed in Google Sheets.

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 and benchmark tests then seventy percent of students will be proficient on FCAT science. `1`

🔑 G095687

G1.B2 Lack of Florida Standards based curriculum `2`

🔑 B257634

G1.B2.S1 Teachers will collaborate in standards based planning. `4`

🔑 S272621

Strategy Rationale

If teachers plan collaboratively according to standards they can ensure they have taught all standards and to the appropriate level of complexity.

Action Step 1 `5`

Teachers will select time to collaboratively plan for science instruction.

Person Responsible

Jenni Roberson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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.B2.S1 6

Administrators will check for lessons based on science benchmarks and higher order questioning during lessons.

Person Responsible

Holly Burton

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they match the complexity level of science benchmarks.

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

Student scores on FCAT science

Person Responsible

Holly Burton

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in science scores on FCAT.

G2. If we implement the use of Thinking Maps across the curriculum then seventy percent of students will be proficient on the ELA portion of FSA. 1

🔑 G095688

G2.B4 Students struggling with thinking processes 2

🔑 B257639

G2.B4.S1 Thinking Maps will be used to help students organize their thoughts and train the way their brain processes information. 4

🔑 S272626

Strategy Rationale

By streamlining graphic organizers based on thought patterns students will be able to easily process content across the curriculum.

Action Step 1 5

Thinking Maps Professional Development Refreshers

Person Responsible

Holly Burton

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk throughs

Action Step 2 5

Teachers will review a Thinking Map every week and incorporate with Positive Behavior Support systems. Teachers will use the roll out plan and shared in Google Drive. Our on site trainers Katie Robinson, Kristin Paulson, and Leslie O'Dell will also follow up and provide support to struggling and/or new teachers.

Person Responsible

Holly Burton

Schedule

Weekly, from 8/14/2017 to 10/5/2017

Evidence of Completion

Plan shared with 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

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Thinking Maps will be evident in student work, teacher anchor 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

Annually, from 8/14/2017 to 6/1/2018

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

🔑 G095689

G3.B3 Lack of rigor in classroom 2

🔑 B257642

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

🔑 S272628

Strategy Rationale

If teachers participate in collaborative planning sessions based on standards then all teachers will understand how to teach each standard to the appropriate level of complexity and meet the needs of all learners.

Action Step 1 5

Teachers will collaboratively plan based on standards prior to teaching a new concept.

Person Responsible

Jenni Roberson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes from each standards based planning session is housed in a Google Drive Folder and shared with each grade level team.

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

Daily, from 8/14/2017 to 6/1/2018

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

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in math scores on FSA.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B4.S1.A2 🔑 A365904	Teachers will review a Thinking Map every week and incorporate with Positive Behavior Support...	Burton, Holly	8/14/2017	Plan shared with teachers which will be seen in classroom walk throughs	10/5/2017 weekly
G1.MA1 🔑 M391841	Science mini assessments based on standards provided by district.	Burton, Holly	8/14/2017	Increase in proficiency of students on science mini assessments.	6/1/2018 biweekly
G2.MA1 🔑 M391849	Quarterly District AIMS assessments and bi-weekly standards-based assessments.	Roberson, Jenni	8/14/2017	Increased student achievement on assessments.	6/1/2018 biweekly
G3.MA1 🔑 M391854	Mini assessments and concept tests provided by the district.	Roberson, Jenni	8/14/2017	Students will show standards growth on mini assessments and concept tests. Assessment data is housed in Google Sheets.	6/1/2018 monthly
G1.B2.S1.MA1 🔑 M391839	Student scores on FCAT science	Burton, Holly	8/14/2017	Increase in science scores on FCAT.	6/1/2018 annually
G1.B2.S1.MA1 🔑 M391840	Administrators will check for lessons based on science benchmarks and higher order questioning...	Burton, Holly	8/14/2017	Administrators will review lesson plans and monitor classroom activities to ensure they match the complexity level of science benchmarks.	6/1/2018 daily
G1.B2.S1.A1 🔑 A365894	Teachers will select time to collaboratively plan for science instruction.	Roberson, Jenni	8/14/2017	Evidence of standards based plans will be evident in lesson plans and in classroom walk-throughs.	6/1/2018 biweekly
G2.B4.S1.MA1 🔑 M391847	Student test scores on FSA ELA	Burton, Holly	8/14/2017	Increase in student achievement on FSA ELA	6/1/2018 annually
G2.B4.S1.MA1 🔑 M391848	Administrator will monitor use of Thinking Maps through snapshots.	Burton, Holly	8/14/2017	Thinking Maps will be evident in student work, teacher anchor charts and lesson plans.	6/1/2018 daily
G2.B4.S1.A1 🔑 A365903	Thinking Maps Professional Development Refreshers	Burton, Holly	8/14/2017	Classroom walk throughs	6/1/2018 monthly
G3.B3.S1.MA1 🔑 M391852	Student scores on math FSA.	Burton, Holly	8/14/2017	Increase in math scores on FSA.	6/1/2018 annually
G3.B3.S1.MA1 🔑 M391853	Administrators will check for standards based lessons and higher order questioning.	Burton, Holly	8/14/2017	Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.	6/1/2018 daily
G3.B3.S1.A1 🔑 A365906	Teachers will collaboratively plan based on standards prior to teaching a new concept.	Roberson, Jenni	8/14/2017	Notes from each standards based planning session is housed in a Google Drive Folder and shared with each grade level team.	6/1/2018 biweekly

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 Thinking Maps across the curriculum 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 train the way their brain processes information.

PD Opportunity 1

Thinking Maps Professional Development Refreshers

Facilitator

Katie Robinson, Kristin Paulson, Leslie O'Dell

Participants

All Faculty Members

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Teachers will review a Thinking Map every week and incorporate with Positive Behavior Support systems. Teachers will use the roll out plan and shared in Google Drive. Our on site trainers Katie Robinson, Kristin Paulson, and Leslie O'Dell will also follow up and provide support to struggling and/or new teachers.

Facilitator

Katie Robinson, Kristin Paulson, Leslie O'Dell

Participants

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

Schedule

Weekly, from 8/14/2017 to 10/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will select time to collaboratively plan for science instruction.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		$2,000.00
			Notes: Teachers will collaboratively plan for science instruction and use a variety of hands-on lessons from National Geographic and AIMS Science texts. These funds will be used to purchase science kit materials for teachers to use for these experiments and to increase student engagement.			
2	G2.B4.S1.A1	Thinking Maps Professional Development Refreshers				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		$5,000.00
			Notes: These funds will be used for a Title 1 Professional Learning Community centered around Thinking Maps and engagement strategies. Teachers will participate in this ongoing collaborative professional development over the course of the year.			
3	G2.B4.S1.A2	Teachers will review a Thinking Map every week and incorporate with Positive Behavior Support systems. Teachers will use the roll out plan and shared in Google Drive. Our on site trainers Katie Robinson, Kristin Paulson, and Leslie O'Dell will also follow up and provide support to struggling and/or new teachers.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0281 - Chester Shell Elementary Schl			$0.00
			Notes: See goal 2.			
4	G3.B3.S1.A1	Teachers will collaboratively plan based on standards prior to teaching a new concept.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		$5,000.00
			Notes: These funds will be used to purchase resources to enhance student instruction and pay for planning time outside the contract day.			
					Total:	$12,000.00