Marion County Public Schools

Shady Hill Elementary School

2017-18 Schoolwide Improvement Plan

Shady Hill Elementary School

5959 S MAGNOLIA AVE, Ocala, FL 34471

[no web address on file]

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 KG-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	C	B*	C

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 is pending approval by the Marion County School Board.

SIP Authority and Template

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

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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 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 Shady Hill 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.

Shady Hill Elementary is dedicated to creating an environment where all children, regardless of differences, will be able to succeed academically, physically, and emotionally to the best of their ability. We are dedicated to excellence in education so that each child will become a productive citizen in an ever-changing world.

b. Provide the school's vision statement.

Our vision is to provide a happy, caring, and a stimulating environment where children will recognize and achieve their fullest potential, so that they can make the best contribution to society.

2. School Environment

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

Relationships with students begin with our annual Meet the Teacher event. All students are encouraged to attend. Our school also holds an Open House so that parents can come in to see the classrooms and hear about classroom procedures as well as information about the curriculum. Also, the teachers at Shady Hill are very accommodating to students and parents. They frequently call parents and keep them informed on the progress of their children. Parents are encouraged to come in for conferences often. Our teachers will do whatever it takes to make parents feel welcome at our school. Teachers make every effort to allow students to engage in conversations about their different cultures. Teachers incorporate multicultural activities into their lesson plans and they find opportunities to celebrate the different cultures that are represented in their classroom and outside of the classroom.

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

Safety is our number one priority at Shady Hill Elementary. Our well-established procedures and constant supervision of students, and the fact that the perimeter of our school is gated, make Shady Hill a safe environment for our school. The adults on our campus have respect for all students, We listen to students and use every opportunity as a teaching opportunity. Before school, when students are dropped off either by bus or car, they are allowed to go to four different places: cafeteria, Media Center, or either of the two computer labs. Students are supervised in each of these locations until the bell rings. At that time, students are dismissed and sent to class. There are ample people including both administrators, who are out on duty making sure all students get to class. Similar procedures are in place in the afternoon, with the campus covered in people supervising students. Teachers must walk students to buses, place them on the correct bus, then walk their car riders and extended day students to the appropriate location. Students are supervised at car duty until all are picked up. Shady Hill also has procedures set up during the day to ensure student safety. All students must have a buddy when traveling on campus. They are never allowed to travel alone, even though the campus is gated. We have a dean of discipline who takes a proactive approach in keeping students safe by communicating with students the importance of following the rules. He also communicates to students what their rights are and informs them of what to do if anyone is bullying them or if anyone is preventing them from feeling safe. Our school also has a Positive Behavior Support program in place which rewards students for following school and classroom rules.

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.

Shady Hill uses a Positive Behavior Support System. This begins with school-wide expectations and with rules by location. Our students practice the Big Three: Do What's Right, Do Your Best, and Treat Others the Way You Want to Be Treated. Students are reminded of this on the morning show each day and also throughout the day by teacher and other staff members. Rules by location are posted in the hallways, Media Center, Cafeteria, etc. The expectations are clear and students are aware of the consequence for breaking rules. Students have the opportunity to visit the "Colt Cart" to earn rewards for positive behavior.

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.

Our school, like other schools in our county has a problem-solving team that meets regularly to discuss the needs of our students. In order for students to learn, their social-emotional needs must be met. The team may consist of the Assistant Principal, Guidance Counselor, School Psychologist, Behavior Specialist, Dean of Students, Social Worker, and often times the Speech/Language Pathologist or other related service specialist. If a student has a need often times the Problem Solving Team meets to discuss how to best help the student, or the Guidance Counselor may speak to the student. The Guidance Counselor may bring in the Assistant Principal or other members of the team as needed. Our Social Worker is used to visit homes and offer resources that may help the child's social-emotional needs be met. Collectively, we help to provide services and assistance to families whose children need assistance. The strong communication skills of the team is the key ingredient to helping students. "Project About School Safety" (PASS) is a new program that will provide preventive mental health services to our students as a collaborative effort within the Multi-Tiered System of Supports (MTSS). This program is part of a the ISF grant through the University of Florida. The goal of this school-community collaborative model is to improve school climate and safety, reduce discipline problems, reduce exposure to bullying, and improve student mental health and behavioral health.

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.

Early Warning Systems are used to identify students at risk of not graduating from high school or not being prepared for college-level work. These are identified as early as elementary school and are brought to the forefront of school teams who work to assist students in being successful. There are several indicators that schools look for to identify students who are or will be in need of special supports or services. Our school's Synergy Team works together to identify these students.
% of students in each indicator
Attendance below 90% 10%
One or more suspensions - 5%
Course failure in ELA or Math - 20%
Level 1 score on the FSA in ELA or Math

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	2	23	15	20	13	12	0	0	0	0	0	0	0	85
One or more suspensions	0	9	4	10	9	7	0	0	0	0	0	0	0	39
Course failure in ELA or Math	0	10	23	6	15	8	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	54	44	63	0	0	0	0	0	0	0	161
	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	19	25	44	37	19	0	0	0	0	0	0	0	144

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

Non-proficient students are placed in an intervention group with their teachers. This occurs three times a week for 50 minutes, and also again during small reading groups. Teachers will use an areas of difficulty report to identify student weaknesses using the IReady Diagnostic assessment. Prescribed resources will be used using the diagnostic and the IReady Teacher Tool Kit.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/418776.

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

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.

We encourage parents/families to come to the school and get involved as volunteers. Often times, the families help us to develop partnerships with local businesses and help us connect with individuals who want to better the education for our students. We also have Signature Brands for our business partner. They are invited to the school each year during Career Day and also, provide the school with items needed for our Fall Carnival and other items for the classroom. We also recognize families that may

donate to our school by placing their name at the front of the school. Monies are used to purchase teacher resources, manipulatives for students, and other items that are used in the classroom.

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
Riedl, Debra	Principal
Lafferty, Shanon	Assistant Principal
Westfall, Dee	Dean
Heyliger, Camille	Other

b. Duties

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

School Based Leadership Team including Student Services Manager, Guidance Counselor, Asst. Principal, Principal, Content Area Specialist, and one teacher representative from each grade level: Establish, communicate and build consensus among the staff, and establish school policies.
Allocate school resources and support.
Engage in ongoing collaborative data-based problem solving.Utilize data to monitor, evaluate, and add to school policies, procedures, and processes.
Administration:
To develop a continum of intervention supports which are readily accessible as soon as a student is indicated as at risk or off track.
Develop effective intervention plans.
Provide prevention supports which act to prevent students from becoming disengaged or developing skills deficits.
Content Area Specialist:
Serve as a professional developer as a member of a school's district support team and will collaborate with members of the district support team to generate improvement in reading.

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.

Shady Hill's MTSS leadership team will meet weekly to discuss most recent data, tier 2 and tier 3 students and observations of tier 1 core curriculum being taught in classrooms. Team members will discuss resources available to teachers and staff.

Title I Part A - Services are provided to ensure students requiring additional remediation (outside of the Intervention block and regular reading block) are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I – Part C – Migrant Program:
District funds are used to purchase:
•School supplies,
•Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.

Title I –Part D- We use much of our Title I dollars for staff development, tutoring our low performing students, hiring a reading coach to assist our teachers, as well as hiring several para professionals to give additional assistance to our students.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School….

Other agencies that you may be collaborating with for various programs:
Marion County Children's Alliance
Education Foundation
Early Learning Coalition of Marion County

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra Riedl	Principal
Diana Scroggie	Parent
Christy Davies	Teacher
Ashlie Gray	Parent
Chandra Kiner	Parent
Jessica Turley	Parent
Tracy Schmitt	Parent
Robert Branch	Parent
Angela Brown	Teacher
Shanon Lafferty	Education Support Employee
Dorenda Westfall	Teacher
Donna Cress	Business/Community
Debra Riedl	Principal
Alexan Johnson	Education Support Employee
Julia Egan	Parent
Stacy Heck	Education Support Employee
Tiffany Johnson	Parent
Jamie O'Brien	Parent
Michelle Sanders	Parent
Nikki Hallick	Parent
Aracelis Rodriguez	Parent
Georgette Beauchesne	Parent

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Stakeholders will review last year's plan and the effects of programs that were put into place. Data will be reviewed and changes will be determined based on that data.

b. Development of this school improvement plan

The SAC committee reviews data, assess goals, evaluates success of strategies, brainstorms and develops new strategies to raise student success. This input is used in the writing of the School Improvement Paln.

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

The SAC approves each portion of the budget at the end of the previous year. Budget items are requested based on the direct needs of the school/students.

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

School improvement funds will be allocated for the following resources:
Technology and family nights - $13,816
Hire paraprofessionals and teachers - $93,602
After-school tutoring, Book Study, and Kagan training - $15,532

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
Riedl, Debra	Principal
Lafferty, Shanon	Assistant Principal
Heyliger, Camille	Instructional Coach
Westfall, Dee	Dean

b. Duties

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

Implementing research-based strategies and supporting the teachers in implementing them. Common Board will be used in all classrooms. The LLT will seek out appropriate PD for teachers related to the effective use of the Common Boards and digging deeper into the Florida Standards. The LLT also monitors our K-5 intervention groups to ensure that these groups are run with fidelity.

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.

Collaboration time is scheduled daily after school. Teachers on the same team also have collaborative planning time built into the schedule when students attend PE. Once a month, teachers meet with the administrative team to participate in Professional Development and PLCs and Vertical Alignment. The other days are designated as grade level collaboration, subject-area collaboration, or lesson planning.

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

1. District electronic application process allows candidates to apply for positions from across the nation.
2. Qualified teachers are selected for an interview.
3. Highly-qualified teachers are interviewed and selected.
4. District training for new teachers. Dianna Thompson; on-going

5. Teacher mentor program for teachers new to the profession and new to the school. Administration; on-going.
6. Provide new teachers a mentor in their grade level.
7. Quarterly Q & A meeting for teachers are scheduled in advance.

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

New teachers are given an Instructional Talent Developer as a mentor. They will meet for 30 hours with their ITD. Teachers are given support if they are new to teaching or new to a grade level. Grade levels meet on a weekly basis: discuss grade level curriculum/planning, share best practices, discuss strategies for raising student achievement, data review for differentiated instruction. Our Professional Development Specialist will model instruction and assist teachers with planning if needed. Mentee's provide extra support to teachers new to a grade level. Administration also meets with new teachers quarterly for a new teacher Q&A.

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.

District Teams met to research current programs and determine alignment with Florida Standards
Lists of programs that are aligned with Florida Standards were provided to schools
All teachers participated in Common Board Training and were given new curriculum maps and Scope and sequence documents
Teacher teams will work together to be sure Common Boards are updated as necessary
Only resources directly aligned to the standards will be used by teachers.
All assessment are standards-based
Walk-throughs and observations will include teacher feedback and strategic conversations related to standards-based teaching

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.

The school analyzes school grade calculation data to determine which areas will be the main focus. During PLCs teachers will analyze the data for each student. Teachers in grades 3-5 will look specifically at the areas of the FSA which are weaknesses for students. They will differentiate instruction for groups of students and individual students by pulling activities from each standard within each area of the FSA.

Teachers in grades 1-5 will use data from the IReady diagnostic assessment to determine areas of difficulty for each student in their class. Then they will pull standards-based activities and differentiate instruction.

Kindergarten teachers will use kindergarten assessments (district and formative assessments) to determine areas of difficulty.

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: Before School Program

Minutes added to school year: 3,600

Students may use the computer lab or Media Center for enrichment purposes before school.

Strategy Rationale

The rationale for this is to enrich the students by expanding on what is being taught in our core academic instruction. Students can practice math on the IXL computer program or they can practice reading and taking reading quizzes in the Media Center using the MyOn Reading program.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lafferty, Shannon, shannon.lafferty@marion.k12.fl.us

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

IReading Diagnostic and Progress monitoring will be collected three times a year. Student growth is determined based on the data.

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.

Title I District office provides a VPK program over the summer. All students who attend are fully integrated into the school thus helping them transition to Kindergarten. In addition information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.
Kindergarten assessments will be given at the start of the school year.

Kindergarten registration kicked off in April continued throughout the summer.
Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

Students who transfer to us within the district are easily monitored using systems we have in place that are consistent from school to school. Data is transferred in Performance Matters and through our

Student Management System. When schools receive records, we have additional progress monitoring data that assists us in making placement decisions for students. School administrators also network in order to provide consistent instruction to students.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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 teachers gain a better understanding of the Florida Standards through relevant Professional Development opportunities and collaboration, it will positively impact instruction, ultimately increasing student achievement.

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 teachers gain a better understanding of the Florida Standards through relevant Professional Development opportunities and collaboration, it will positively impact instruction, ultimately increasing student achievement. 1a

🔑 G096023

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of standards-based Professional Development and Instructional supports/resources for teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Boards and Common Board Training/ additional paraprofessionals, Content Area Specialist, I Ready Teacher Tool Kit, Parent communication tools

Plan to Monitor Progress Toward G1. 8

walk-through data - common board checks

Person Responsible
Debra Riedl

Schedule
Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Walk-throughs and feedback practices/ PLC discussions

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 teachers gain a better understanding of the Florida Standards through relevant Professional Development opportunities and collaboration, it will positively impact instruction, ultimately increasing student achievement. `1`

🔑 G096023

G1.B1 Lack of standards-based Professional Development and Instructional supports/resources for teachers `2`

🔑 B258501

G1.B1.S1 Provide opportunities for professional development related to standards `4`

🔑 S273698

Strategy Rationale

Teachers need to develop a full understanding of the Florida Standards in order to design and implement effective instruction before students can master the standards.

Action Step 1 `5`

Common Board Training

Person Responsible

Shanon Lafferty

Schedule

Quarterly, from 8/4/2016 to 5/31/2018

Evidence of Completion

Administrative walk-throughs and training for sign-in sheets

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

Walk-throughs, Local assessment data, Lesson Plan checks

Person Responsible

Debra Riedl

Schedule

Weekly, from 8/10/2016 to 5/31/2018

Evidence of Completion

Walk-through, local assessment data, Lesson Plan checks to assure standards are being addressed.

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

Assessment data

Person Responsible

Debra Riedl

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Unify data/Learning Sequence Assessments, formative assessments, classwork, PLC data

G1.B1.S2 Add four paraprofessionals to staff 4

🔑 S273699

Strategy Rationale

Paraprofessionals will be utilized for instructional support

Action Step 1 5

Add four paraprofessionals to the staff to assist students meeting expectations of Florida Standards

Person Responsible

Debra Riedl

Schedule

On 5/23/2018

Evidence of Completion

Paraprofessional evaluations, student data

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

walk-throughs and observations

Person Responsible

Debra Riedl

Schedule

Daily, from 8/9/2017 to 5/23/2018

Evidence of Completion

Paras in classrooms working directly with students

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

student data

Person Responsible

Debra Riedl

Schedule

Monthly, from 8/9/2017 to 5/23/2018

Evidence of Completion

local and state assessment data

G1.B1.S3 Reading Content Area Specialist `4`

🔑 S273700

Strategy Rationale

Provide PD and support for teachers and work with the lowest 25% of students

Action Step 1 `5`

Add a Reading Content Area Specialist to assist teachers with the implementation of the Florida Standards and to provide modeling and coaching for teachers.

Person Responsible

Debra Riedl

Schedule

Daily, from 8/3/2017 to 5/23/2018

Evidence of Completion

observations/participation in leadership meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

walk-through and observation data

Person Responsible

Debra Riedl

Schedule

Weekly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Evaluation data and participation in leadership meetings/lowest quartile student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

observations/student data

Person Responsible

Debra Riedl

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

lowest quartile student data

G1.B1.S4 Purchase Parent Compacts, Handbooks/stamps, copy paper, family night supplies, and printer cartridges 4

🔑 S273701

Strategy Rationale

Parent communication and involvement to increase awareness of the importance of teaching and learning the Florida Standards and how they directly align with state testing and student achievement.

Action Step 1 5

Provide ample opportunities for parent communication to keep them informed about Florida Standards and how they impact the delivery of instruction.

Person Responsible

Debra Riedl

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

documents sent to parents

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

monthly newsletters, parent notes home, website

Person Responsible

Debra Riedl

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

documents sent to parents

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

parent surveys sent out to parents

Person Responsible

Debra Riedl

Schedule

On 5/23/2018

Evidence of Completion

Parent surveys

G1.B1.S5 I Ready Teacher Tool Kit `4`

🔑 S273702

Strategy Rationale

Provide a standards-based resource for teachers

Action Step 1 `5`

I Ready Teacher Tool Kit for Reading and math and ink cartridges for reports

Person Responsible

Shanon Lafferty

Schedule

Weekly, from 8/24/2017 to 5/23/2018

Evidence of Completion

Usage report

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Usage reports

Person Responsible

Shanon Lafferty

Schedule

Weekly, from 8/24/2017 to 5/23/2018

Evidence of Completion

Usage reports and observations of teacher/student working with Tool Kit

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

I Ready student data

Person Responsible

Shanon Lafferty

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

I Ready student data

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					
G1.B1.S2.MA1 🔑 M394297	student data	Riedl, Debra	8/9/2017	local and state assessment data	5/23/2018 monthly
G1.B1.S2.MA1 🔑 M394298	walk-throughs and observations	Riedl, Debra	8/9/2017	Paras in classrooms working directly with students	5/23/2018 daily
G1.B1.S2.A1 🔑 A367498	Add four paraprofessionals to the staff to assist students meeting expectations of Florida Standards	Riedl, Debra	8/9/2017	Paraprofessional evaluations, student data	5/23/2018 one-time
G1.B1.S3.MA1 🔑 M394299	observations/student data	Riedl, Debra	8/10/2017	lowest quartile student data	5/23/2018 weekly
G1.B1.S3.MA1 🔑 M394300	walk-through and observation data	Riedl, Debra	8/3/2017	Evaluation data and participation in leadership meetings/lowest quartile student data	5/23/2018 weekly
G1.B1.S3.A1 🔑 A367499	Add a Reading Content Area Specialist to assist teachers with the implementation of the Florida...	Riedl, Debra	8/3/2017	observations/participation in leadership meetings	5/23/2018 daily
G1.B1.S4.MA1 🔑 M394301	parent surveys sent out to parents	Riedl, Debra	4/2/2018	Parent surveys	5/23/2018 one-time
G1.B1.S4.MA1 🔑 M394302	monthly newsletters, parent notes home, website	Riedl, Debra	8/10/2017	documents sent to parents	5/23/2018 monthly
G1.B1.S4.A1 🔑 A367500	Provide ample opportunities for parent communication to keep them informed about Florida Standards...	Riedl, Debra	8/10/2017	documents sent to parents	5/23/2018 monthly
G1.B1.S5.MA1 🔑 M394303	I Ready student data	Lafferty, Shanon	8/10/2017	I Ready student data	5/23/2018 triannually
G1.B1.S5.MA1 🔑 M394304	Usage reports	Lafferty, Shanon	8/24/2017	Usage reports and observations of teacher/student working with Tool Kit	5/23/2018 weekly
G1.B1.S5.A1 🔑 A367501	I Ready Teacher Tool Kit for Reading and math and ink cartridges for reports	Lafferty, Shanon	8/24/2017	Usage report	5/23/2018 weekly
G1.MA1 🔑 M394305	walk-through data - common board checks	Riedl, Debra	8/10/2017	Walk-throughs and feedback practices/ PLC discussions	5/31/2018 monthly
G1.B1.S1.MA1 🔑 M394295	Assessment data	Riedl, Debra	8/10/2017	Unify data/Learning Sequence Assessments, formative assessments, classwork, PLC data	5/31/2018 monthly
G1.B1.S1.MA1 🔑 M394296	Walk-throughs, Local assessment data, Lesson Plan checks	Riedl, Debra	8/10/2016	Walk-through, local assessment data, Lesson Plan checks to assure standards are being addressed.	5/31/2018 weekly
G1.B1.S1.A1 🔑 A367497	Common Board Training	Lafferty, Shanon	8/4/2016	Administrative walk-throughs and training for sign-in sheets	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. If teachers gain a better understanding of the Florida Standards through relevant Professional Development opportunities and collaboration, it will positively impact instruction, ultimately increasing student achievement.

G1.B1 Lack of standards-based Professional Development and Instructional supports/resources for teachers

G1.B1.S1 Provide opportunities for professional development related to standards

PD Opportunity 1

Common Board Training

Facilitator

Dept. of Education personnel

Participants

All instructional staff

Schedule

Quarterly, from 8/4/2016 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Common Board Training				$0.00
2	G1.B1.S2.A1	Add four paraprofessionals to the staff to assist students meeting expectations of Florida Standards				$106,426.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0551 - Shady Hill Elementary School	Title, I Part A		$106,426.00
			Notes: Notes			
3	G1.B1.S3.A1	Add a Reading Content Area Specialist to assist teachers with the implementation of the Florida Standards and to provide modeling and coaching for teachers.				$62,936.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0551 - Shady Hill Elementary School	Title, I Part A		$62,936.00
			Notes: Notes			
4	G1.B1.S4.A1	Provide ample opportunities for parent communication to keep them informed about Florida Standards and how they impact the delivery of instruction.				$3,102.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	370-Communications	0551 - Shady Hill Elementary School	Title, I Part A		$3,102.00
			Notes: Notes			
5	G1.B1.S5.A1	I Ready Teacher Tool Kit for Reading and math and ink cartridges for reports				$8,265.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0551 - Shady Hill Elementary School	Title, I Part A		$8,265.00
			Notes: Notes			
					Total:	$180,729.00