Alachua County Public Schools

Chester Shell Elementary School

2018-19 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)	**2017-18 Title I School**	**2017-18 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	47%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	D	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 was approved by the Alachua County School Board on 10/16/2018.

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.

2018-19 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, Accelerated Reading Parent Nights, 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. Additionally, our staff and students have been trained in ALICE procedures and will practice these procedures via drills throughout the school year. This year, we have implemented RAD Kids training curriculum through our PE classes. All students will be trained in strategies to help students recognize, avoid, resist, and if necessary escape violence or harm. 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 PBIS plan. This includes the use of "caught" slips to reward students for going above and beyond. Mustang Money is another reward system 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 who 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	4	10	18	13	13	16	0	0	0	0	0	0	0	74
One or more suspensions	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	1	3	6	8	4	8	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	2	9	31	0	0	0	0	0	0	0	42

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	1	5	3	5	13	0	0	0	0	0	0	0	27

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 through the use of our school-wide positive behavior plan. The focus of 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/652517.

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.

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. This partnership secures resources to support an academic culture of high expectations. 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
Harrington, Seth	Dean
Mitchell, Stacey	School Counselor
Carter, Isabel	Assistant Principal
Robinson, Kathleen	Instructional Coach

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 Isabel Carter: 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 Kathleen Robinson: Provide input as a member of leadership team, provide support and coaching to teachers and regularly discuss data with teachers.

Guidance Counselor Stacey Mitchell: 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 instructional 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
Melanie Aultman	Business/Community
Sylvia Robinson	Education Support Employee
Sarah Parsons	Teacher
Lelia Powell	Teacher
Ellen Vause	Business/Community
Angela Moore	Parent
Lillian Hutchinson	Business/Community
Kristin Holt	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, § 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 2017. The SIP goal update status information was shared with SAC in May of 2018. In October of 2018, the SIP goals for 2018-19 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 Reading Incentive field trips for all grade levels as well as fund projects and events aligned with the school PBIS plan.

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
Harrington, Seth	Dean
Carter, Isabel	Assistant Principal
Robinson, Kathleen	Instructional Coach

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 (AR) program that rewards students quarterly for achieving reading goals. On a quarterly basis, parents and family members are invited to participate in AR Night. AR Night provides an opportunity for students to celebrate literacy accomplishments with

family and friends. Additionally, the entire school participates in the One Book One School project 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 weekly 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.
Shell Elementary also partners with University of Florida's Pro-teach program to host interns throughout various phases of their field experience journey. Typically, preservice teachers who participate in their final internship at Shell sign on to teach at our school.

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 also participate in job-embedded professional development to support standards-based planning in alignment to the 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 as a prerequisite for grade level content instruction. 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: 20,600

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: Extended School Day

Minutes added to school year: 10,800

As part of the Lowest 300 schools in Florida, Shell Elementary has an extended day schedule. WIN (What I Need) Hour is dedicated time to targeted intervention for specific groups of students who are struggling with ELA as well as enrichment opportunities for students who are above proficiency in the ELA FSA.

Strategy Rationale

If used strategically, extra time devoted to targeted reading intervention by qualified teachers will provide greater opportunity for students to make needed learning gains in ELA.

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.

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, § 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.

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, § 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.   The percent of students in the lowest quartile making learning gains will increase to 47% in ELA and 59% in Math.

G2.   The percent of students meeting and/or exceeding proficiency level on the FSAA will increase to 57%.

G3.   The percent of African American students meeting and/or exceeding proficiency will increase by 3% in ELA and by 18% in Math.

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. The percent of students in the lowest quartile making learning gains will increase to 47% in ELA and 59% in Math. 1a

🔍 G100644

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge in standards-aligned instructional planning.

- Students lack prerequisite skills needed to master grade-level content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning time

- AIMS

- District Curriculum Maps

- FCIM Instructional Coach

- District Mentor Coach

- Online Progress Monitoring and Intervention Programs (i.e. Istation, IXL, Reflex Math, etc.)

Plan to Monitor Progress Toward G1. 8

Weekly progress monitoring data and AIMs assessment data

Person Responsible
Holly Burton

Schedule
Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Increase in proficiency of students on progress monitoring and AIMs assessments.

G2. The percent of students meeting and/or exceeding proficiency level on the FSAA will increase to 57%.

1a

🔑 G100645

Targets Supported 1b

Indicator	Annual Target
FSAA Science Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the new standards-based science curriculum.

- Lack of consistent science instruction in previous grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Standards-Based Planning

- HMH Florida Science Curriculum

- Dedicated Science instructional block

- Gifted Science Instruction

- District Science Coach

- Science Leveled Readers

Plan to Monitor Progress Toward G2. 8

Science mini assessments based on standards provided by district

Person Responsible

Kathleen Robinson

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase in proficiency of students on science mini assessments.

G3. The percent of African American students meeting and/or exceeding proficiency will increase by 3% in ELA and by 18% in Math. 1a

🔑 G100646

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	39.0
FSA Math Achievement - Black/African American	54.0

Targeted Barriers to Achieving the Goal 3

- Loss of classroom instruction time due to behavior management
- Lack of support for families of African American students

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS
- Restorative Practices
- BRT
- District Classroom Culture Coach
- Backpack Program
- Meridian Counselor
- Family Activities

Plan to Monitor Progress Toward G3. 8

Student test scores on FSA ELA and Math

Person Responsible
Holly Burton

Schedule
Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion
Increase in student achievement on FSA ELA and Math

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. The percent of students in the lowest quartile making learning gains will increase to 47% in ELA and 59% in Math. `1`

🔍 G100644

G1.B1 Lack of knowledge in standards-aligned instructional planning. `2`

🔍 B271553

G1.B1.S1 Weekly planning and data meetings for ELA and Math facilitated by the leadership team. `4`

🔍 S287439

Strategy Rationale

Meeting weekly to collaboratively plan for instruction and to discuss assessment data provides guided support for teachers in building deeper knowledge of the standards and how to plan for those standards.

Action Step 1 `5`

Instruction and guidance on utilizing backwards planning model in relation to Math and ELA standards.

Person Responsible

Isabel Carter

Schedule

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

Evidence of Completion

Classroom walk throughs

Action Step 2 `5`

Utilize common standards-based assessments in ELA and Math.

Person Responsible

Kathleen Robinson

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Grade level progress monitoring data

Action Step 3 `5`

Identify opportunities for peer observation of standards-based lesson implementation.

Person Responsible

Isabel Carter

Schedule

Monthly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Debrief sessions after peer observations

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

Participation in ELA and Math planning meetings

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Leadership team attendance at weekly ELA meetings. Math teams will submit planning notes via grade-level Google drive

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

Analysis of student progress monitoring data

Person Responsible

Isabel Carter

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Use of formative assessment data to drive instructional planning

G1.B2 Students lack prerequisite skills needed to master grade-level content. [2]

🔑 B271554

G1.B2.S1 Provide small group intervention and differentiated instruction during core instructional time and extended day period. [4]

🔑 S287440

Strategy Rationale

Students need specific intervention and support in small groups to gain and practice needed skills.

Action Step 1 [5]

Utilize UFLI Practicum 2 Interns for primary grades reading intervention.

Person Responsible

Holly Burton

Schedule

Quarterly, from 9/11/2018 to 5/31/2019

Evidence of Completion

Intern logs

Action Step 2 [5]

Provide professional development for teachers in UFLI intervention strategies

Person Responsible

Isabel Carter

Schedule

Weekly, from 9/12/2018 to 9/26/2018

Evidence of Completion

Sign-in sheets, follow-up implementation

Action Step 3 `5`

Use online programs such as Reflex, Smarty Ants, Istation, etc. to support skill building and supplemental practice in ELA and Math.

Person Responsible

Kathleen Robinson

Schedule

Monthly, from 8/13/2018 to 9/25/2018

Evidence of Completion

Monthly usage and student data reports

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

ELA and Math planning meetings

Person Responsible

Holly Burton

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Review lesson plans and monitor classroom activities to ensure that teachers are using data to inform small group intervention and to differentiate instruction.

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

Progress monitoring data

Person Responsible

Holly Burton

Schedule

Weekly, from 12/16/2018 to 5/31/2019

Evidence of Completion

Increased proficiency on formative assessments

G2. The percent of students meeting and/or exceeding proficiency level on the FSAA will increase to 57%. 1

🔑 G100645

G2.B1 Teachers are unfamiliar with the new standards-based science curriculum. 2

🔑 B271555

G2.B1.S1 Provide opportunities for teachers to learn about the new science curriculum and collaborate on effective implementation. 4

🔑 S287441

Strategy Rationale

If teachers are familiar with the new curriculum, they will be more likely to utilize it in the classroom. Collaboration on implementation will increase the cohesiveness of science instruction throughout the school.

Action Step 1 5

School Science contact will attend district science trainings and share the information to our teachers and curriculum team.

Person Responsible

Kathleen Robinson

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Documented district meetings and agendas from school based meetings.

Action Step 2 5

Teachers will collaboratively plan for science instruction

Person Responsible

Holly Burton

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Evidence of standards based plans will be evident in lesson plans and in classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administrators will check for lessons utilizing the science curriculum.

Person Responsible

Holly Burton

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they incorporate the new science curriculum.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Student scores on FCAT science.

Person Responsible

Holly Burton

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase in science scores on FCAT.

G2.B2 Lack of consistent science instruction in previous grade levels. 2

🔑 B271556

G2.B2.S1 Maximizing time for science instruction during the school day in all grade levels. 4

🔑 S287442

Strategy Rationale

Increasing the time allotted for science instruction, as well as reducing any interruptions, will allow all grade levels to delve more deeply into their science curriculum and better prepare students for increased rigor in the upper grade levels.

Action Step 1 5

All students will be scheduled for a designated science block of at least 30 minutes a day with Gifted services also being provided in science.

Person Responsible

Holly Burton

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Master schedule and Gifted schedule indicating science blocks.

Action Step 2 5

Increase gifted screenings for second grade students, with an emphasis on identifying African American students that have not been previously identified, to place more students in gifted science classes.

Person Responsible

Stacey Mitchell

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Number of students staffed for gifted in second grade.

Action Step 3 5

Provide science leveled readers from the HMH Science Curriculum for teachers to incorporate into their ELA instruction.

Person Responsible

Kathleen Robinson

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Planning documents aligning leveled readers with grade level informational reading standards.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrator will monitor use of dedicated science block through walkthroughs.

Person Responsible

Holly Burton

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Administrators will review lessons and monitor classroom activities to ensure science is being taught with intention and rigor.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student scores on FCAT science.

Person Responsible

Holly Burton

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase in science scores on FCAT.

G3. The percent of African American students meeting and/or exceeding proficiency will increase by 3% in ELA and by 18% in Math. [1]

🔑 G100646

G3.B1 Loss of classroom instruction time due to behavior management [2]

🔑 B271557

G3.B1.S1 Implement best practices in developing a positive classroom culture and classroom management. [4]

🔑 S287443

Strategy Rationale

Students learn best when they are in the classroom and the class culture is conducive to focused instruction.

Action Step 1 [5]

Train members of the Leadership Team in Restorative Practices through the District and the River Phoenix Center for Peacebuilding.

Person Responsible

Seth Harrington

Schedule

On 5/31/2019

Evidence of Completion

Documented participation in training, plan to share with faculty

Action Step 2 [5]

Use District Classroom Culture Coach to deliver onsite training in positive classroom culture.

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Debriefing session after coaching sessions.

Action Step 3 5

Use PBIS (including distribution of 'Mustang Bucks') to standardize school rules and expectations and increase positive reinforcement for desired behaviors.

Person Responsible

Seth Harrington

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student participation in PBIS events that require Mustang Bucks and students turning in Caught Slips highlighting desired behaviors.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor time students spend out of the classroom due to behavior (including suspensions).

Person Responsible

Seth Harrington

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

BRT will review referrals and behavior data to ensure students are staying in their classrooms as much as possible.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Analyze referral and suspension data for the school.

Person Responsible

Seth Harrington

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Decrease in amount of time students are missing instruction for behavioral reasons over the course of the year.

G3.B2 Lack of support for families of African American students [2]

🔑 B271558

G3.B2.S1 Provide programs and opportunities that increase family involvement of African American students. [4]

🔑 S287444

Strategy Rationale

Students will be capable of greater levels of academic focus if outside stressors are reduced.

Action Step 1 [5]

Plan family data chats in classrooms to expose families to classroom data and train them on how to understand what it means for their children.

Person Responsible

Kathleen Robinson

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Sign in sheets

Action Step 2 [5]

Partner with the Weekend Backpack Program for families in need of food over the weekends and make every effort to expand the number of families served.

Person Responsible

Stacey Mitchell

Schedule

Weekly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Enrollment Paperwork

Action Step 3 `5`

Involve families with our Accelerated Reader program by hosting AR nights at school.

Person Responsible

Holly Burton

Schedule

Quarterly, from 9/20/2018 to 5/31/2019

Evidence of Completion

Sign in sheets from the events.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Monitor family participation in various programs.

Person Responsible

Kathleen Robinson

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Sign in sheets and enrollment paperwork

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Family Participation will increase student performance.

Person Responsible

Kathleen Robinson

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Formative Assessment Data

V. Professional Development Opportunities

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

G1. The percent of students in the lowest quartile making learning gains will increase to 47% in ELA and 59% in Math.

G1.B1 Lack of knowledge in standards-aligned instructional planning.

G1.B1.S1 Weekly planning and data meetings for ELA and Math facilitated by the leadership team.

PD Opportunity 1

Instruction and guidance on utilizing backwards planning model in relation to Math and ELA standards.

Facilitator

Katie Robinson

Participants

All teachers

Schedule

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

PD Opportunity 2

Identify opportunities for peer observation of standards-based lesson implementation.

Facilitator

Isabel Carter

Participants

Select Teachers

Schedule

Monthly, from 8/13/2018 to 6/1/2019

G1.B2 Students lack prerequisite skills needed to master grade-level content.

G1.B2.S1 Provide small group intervention and differentiated instruction during core instructional time and extended day period.

PD Opportunity 1

Provide professional development for teachers in UFLI intervention strategies

Facilitator

University of Florida, College of Education (Vivian Gonsalves and Valentine Contesse)

Participants

K-2 teachers, ESE teacher, paraprofessionals

Schedule

Weekly, from 9/12/2018 to 9/26/2018

G2. The percent of students meeting and/or exceeding proficiency level on the FSAA will increase to 57%.

G2.B1 Teachers are unfamiliar with the new standards-based science curriculum.

G2.B1.S1 Provide opportunities for teachers to learn about the new science curriculum and collaborate on effective implementation.

PD Opportunity 1

School Science contact will attend district science trainings and share the information to our teachers and curriculum team.

Facilitator

Carly Mikell - District Science Coach

Participants

Science Teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G3. The percent of African American students meeting and/or exceeding proficiency will increase by 3% in ELA and by 18% in Math.

G3.B1 Loss of classroom instruction time due to behavior management

G3.B1.S1 Implement best practices in developing a positive classroom culture and classroom management.

PD Opportunity 1

Train members of the Leadership Team in Restorative Practices through the District and the River Phoenix Center for Peacebuilding.

Facilitator

District and River Phoenix Center for Peacebuilding

Participants

Leadership Team Members

Schedule

On 5/31/2019

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	**Instruction and guidance on utilizing backwards planning model in relation to Math and ELA standards.**				**$0.00**
2	G1.B1.S1.A2	**Utilize common standards-based assessments in ELA and Math.**				**$58,973.64**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		$58,973.64
			Notes: FCIMS Salary			
3	G1.B1.S1.A3	**Identify opportunities for peer observation of standards-based lesson implementation.**				**$0.00**
4	G1.B2.S1.A1	**Utilize UFLI Practicum 2 Interns for primary grades reading intervention.**				**$0.00**
5	G1.B2.S1.A2	**Provide professional development for teachers in UFLI intervention strategies**				**$1,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		$1,100.00
			Notes: Stipends			
6	G1.B2.S1.A3	**Use online programs such as Reflex, Smarty Ants, Istation, etc. to support skill building and supplemental practice in ELA and Math.**				**$7,177.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A		$7,177.00
			Notes: Reflex and IXL subscriptions			
7	G2.B1.S1.A1	**School Science contact will attend district science trainings and share the information to our teachers and curriculum team.**				**$0.00**
8	G2.B1.S1.A2	**Teachers will collaboratively plan for science instruction**				**$0.00**
9	G2.B2.S1.A1	**All students will be scheduled for a designated science block of at least 30 minutes a day with Gifted services also being provided in science.**				**$0.00**
10	G2.B2.S1.A2	**Increase gifted screenings for second grade students, with an emphasis on identifying African American students that have not been previously identified, to place more students in gifted science classes.**				**$0.00**
11	G2.B2.S1.A3	**Provide science leveled readers from the HMH Science Curriculum for teachers to incorporate into their ELA instruction.**				**$0.00**
12	G3.B1.S1.A1	**Train members of the Leadership Team in Restorative Practices through the District and the River Phoenix Center for Peacebuilding.**				**$619.00**

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	330-Travel	0281 - Chester Shell Elementary Schl	Title, I Part A		$619.00
			Notes: Registration for Restorative Practices Training			
13	G3.B1.S1.A2	**Use District Classroom Culture Coach to deliver onsite training in positive classroom culture.**				**$0.00**
14	G3.B1.S1.A3	**Use PBIS (including distribution of 'Mustang Bucks') to standardize school rules and expectations and increase positive reinforcement for desired behaviors.**				**$0.00**
15	G3.B2.S1.A1	**Plan family data chats in classrooms to expose families to classroom data and train them on how to understand what it means for their children.**				**$0.00**
16	G3.B2.S1.A2	**Partner with the Weekend Backpack Program for families in need of food over the weekends and make every effort to expand the number of families served.**				**$0.00**
17	G3.B2.S1.A3	**Involve families with our Accelerated Reader program by hosting AR nights at school.**				**$0.00**
					Total:	**$67,869.64**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.A1 A389923	Instruction and guidance on utilizing backwards planning model in relation to Math and ELA...	Carter, Isabel	8/14/2017	Classroom walk throughs	6/1/2018 weekly
G1.B2.S1.A3 A389928	Use online programs such as Reflex, Smarty Ants, Istation, etc. to support skill building and...	Robinson, Kathleen	8/13/2018	Monthly usage and student data reports	9/25/2018 monthly
G1.B2.S1.A2 A389927	Provide professional development for teachers in UFLI intervention strategies	Carter, Isabel	9/12/2018	Sign-in sheets, follow-up implementation	9/26/2018 weekly
G1.MA1 M426037	Weekly progress monitoring data and AIMs assessment data	Burton, Holly	8/13/2018	Increase in proficiency of students on progress monitoring and AIMs assessments.	5/31/2019 monthly
G2.MA1 M426042	Science mini assessments based on standards provided by district	Robinson, Kathleen	8/13/2018	Increase in proficiency of students on science mini assessments.	5/31/2019 biweekly
G3.MA1 M426047	Student test scores on FSA ELA and Math	Burton, Holly	8/13/2018	Increase in student achievement on FSA ELA and Math	5/31/2019 annually
G1.B1.S1.MA1 M426033	Analysis of student progress monitoring data	Carter, Isabel	8/13/2018	Use of formative assessment data to drive instructional planning	5/31/2019 monthly
G1.B1.S1.MA1 M426034	Participation in ELA and Math planning meetings	Carter, Isabel	8/13/2018	Leadership team attendance at weekly ELA meetings. Math teams will submit planning notes via grade-level Google drive	5/31/2019 weekly
G1.B2.S1.MA1 M426035	Progress monitoring data	Burton, Holly	12/16/2018	Increased proficiency on formative assessments	5/31/2019 weekly
G1.B2.S1.MA1 M426036	ELA and Math planning meetings	Burton, Holly	8/13/2018	Review lesson plans and monitor classroom activities to ensure that teachers are using data to inform small group intervention and to differentiate instruction.	5/31/2019 weekly
G1.B2.S1.A1 A389926	Utilize UFLI Practicum 2 Interns for primary grades reading intervention.	Burton, Holly	9/11/2018	Intern logs	5/31/2019 quarterly
G2.B1.S1.MA1 M426038	Student scores on FCAT science.	Burton, Holly	8/13/2018	Increase in science scores on FCAT.	5/31/2019 annually
G2.B1.S1.MA1 M426039	Administrators will check for lessons utilizing the science curriculum.	Burton, Holly	8/13/2018	Administrators will review lesson plans and monitor classroom activities to ensure they incorporate the new science curriculum.	5/31/2019 daily
G2.B1.S1.A1 A389929	School Science contact will attend district science trainings and share the information to our...	Robinson, Kathleen	8/13/2018	Documented district meetings and agendas from school based meetings.	5/31/2019 monthly
G2.B1.S1.A2 A389930	Teachers will collaboratively plan for science instruction	Burton, Holly	8/13/2018	Evidence of standards based plans will be evident in lesson plans and in classroom walkthroughs.	5/31/2019 biweekly
G2.B2.S1.MA1 M426040	Student scores on FCAT science.	Burton, Holly	8/13/2018	Increase in science scores on FCAT.	5/31/2019 annually
G2.B2.S1.MA1 M426041	Administrator will monitor use of dedicated science block through walkthroughs.	Burton, Holly	8/13/2018	Administrators will review lessons and monitor classroom activities to ensure science is being taught with intention and rigor.	5/31/2019 daily
G2.B2.S1.A1 A389931	All students will be scheduled for a designated science block of at least 30 minutes a day with...	Burton, Holly	8/13/2018	Master schedule and Gifted schedule indicating science blocks.	5/31/2019 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2 A389932	Increase gifted screenings for second grade students, with an emphasis on identifying African...	Mitchell, Stacey	8/13/2018	Number of students staffed for gifted in second grade.	5/31/2019 annually
G2.B2.S1.A3 A389933	Provide science leveled readers from the HMH Science Curriculum for teachers to incorporate into...	Robinson, Kathleen	8/13/2018	Planning documents aligning leveled readers with grade level informational reading standards.	5/31/2019 weekly
G3.B1.S1.MA1 M426043	Analyze referral and suspension data for the school.	Harrington, Seth	8/13/2018	Decrease in amount of time students are missing instruction for behavioral reasons over the course of the year.	5/31/2019 monthly
G3.B1.S1.MA1 M426044	Monitor time students spend out of the classroom due to behavior (including suspensions).	Harrington, Seth	8/13/2018	BRT will review referrals and behavior data to ensure students are staying in their classrooms as much as possible.	5/31/2019 monthly
G3.B1.S1.A1 A389934	Train members of the Leadership Team in Restorative Practices through the District and the River...	Harrington, Seth	8/13/2018	Documented participation in training, plan to share with faculty	5/31/2019 one-time
G3.B1.S1.A2 A389935	Use District Classroom Culture Coach to deliver onsite training in positive classroom culture.	Carter, Isabel	8/13/2018	Debriefing session after coaching sessions.	5/31/2019 weekly
G3.B1.S1.A3 A389936	Use PBIS (including distribution of 'Mustang Bucks') to standardize school rules and expectations...	Harrington, Seth	8/13/2018	Student participation in PBIS events that require Mustang Bucks and students turning in Caught Slips highlighting desired behaviors.	5/31/2019 daily
G3.B2.S1.MA1 M426045	Family Participation will increase student performance.	Robinson, Kathleen	8/13/2018	Formative Assessment Data	5/31/2019 weekly
G3.B2.S1.MA1 M426046	Monitor family participation in various programs.	Robinson, Kathleen	8/13/2018	Sign in sheets and enrollment paperwork	5/31/2019 quarterly
G3.B2.S1.A1 A389937	Plan family data chats in classrooms to expose families to classroom data and train them on how to...	Robinson, Kathleen	8/13/2018	Sign in sheets	5/31/2019 semiannually
G3.B2.S1.A2 A389938	Partner with the Weekend Backpack Program for families in need of food over the weekends and make...	Mitchell, Stacey	9/24/2018	Enrollment Paperwork	5/31/2019 weekly
G3.B2.S1.A3 A389939	Involve families with our Accelerated Reader program by hosting AR nights at school.	Burton, Holly	9/20/2018	Sign in sheets from the events.	5/31/2019 quarterly
G1.B1.S1.A2 A389924	Utilize common standards-based assessments in ELA and Math.	Robinson, Kathleen	8/13/2018	Grade level progress monitoring data	6/1/2019 weekly
G1.B1.S1.A3 A389925	Identify opportunities for peer observation of standards-based lesson implementation.	Carter, Isabel	8/13/2018	Debrief sessions after peer observations	6/1/2019 monthly