

2013-2014 SCHOOL IMPROVEMENT PLAN

Shady Hill Elementary School
5959 S MAGNOLIA AVE
Ocala, FL 34471
352-291-4085

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 45%
Alternative/ESE Center No	Charter School No	Minority Rate 39%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Shady Hill Elementary School

Principal

Ryan Bennett

School Advisory Council chair

Allison Lanza

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ryan Bennett	Principal
Debra Riedl	Assistant Principal
Donna Kee	Guidance Counselor
Wes Grant	Dean
Kimberly White	Reading Coach
Stephanie Albright	Academic Coach

District-Level Information

District

Marion

Superintendent

Mr. George D Tomin

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The total number of SAC members is 27. 11% Male, 88% Female, 14 of the 27 (51%) are staff members, 11 of the 27 (41%) are parents. One member is a community representative. The ethnicity of our SAC membership is: White - 93%, Black - 7%, Hispanic - 0%, Asian - 0%, Indian - 0%.

Ryan Bennett - Principal, Deb Riedl - Assistant Principal, Wes Grant - Dean, Donna Kee - Guidance Counselor, Stephanie Albright - Academic Coach, Donna Cress - Community Representative, Allison Magamoll, Angela Brown, Janis Davidson, Christy Davies, Lindy Batten, Janet LeBoeuf, Jillayne Pike, Ali Robbins, Debbie Pace (Teachers) Charlotte Axelsson, Michelle Coates, Julia Egan, Kimberly Goolsby, Jamie Greiner, Karen Hatch, Allison Lanza, Diana Scroggie, Kyle Stenzel, Elizabeth Walker (Parents)

Involvement of the SAC in the development of the SIP

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 Plan.

Activities of the SAC for the upcoming school year

SAC will review the following: 2013-2014 School Improvement Plan, school data on an ongoing basis, address and problem solve concerns or barriers to student success, and develop a School Improvement Plan for 2014-2015.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Our SAC membership is not reflective of our school population. Our school population is 35% minority. I will solicit parent nominations from the teachers, and appoint minority members to the council.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ryan Bennett

Principal

Years as Administrator: 7

Years at Current School: 10

Credentials

M.S. Educational Leadership, B.A. Special Education

Performance Record

Principal
 SHE: 2012-2013
 Grade - A
 Learning Gains in Reading - 70%
 Learning Gains for Math - 71%
 Learning Gains in Reading for lowest 25% - 65%
 Learning Gains in Math for lowest 25% - 60%
 AYE: 2011-212
 Grade – C
 Learning Gains in Reading - 64%
 Learning Gains in Math - 55%
 Learning Gains in Reading for lowest 25% - 64%
 Learning Gains in Math for lowest 25% - 46%
 Assistant Principal of Curriculum: 2006-2011
 MWE: 2010-2011
 Grade - A
 AYP - 87%
 Learning Gains in Reading - 70%
 Learning Gains in Math - 71%
 Learning Gains in Reading for lowest 25% - 72%
 Learning Gains in Math for lowest 25% - 72%
 MWE: 2009-2010
 Grade – B
 AYP – 85%
 Learning Gains in Reading – 69%
 Learning Gains in Math – 66%
 Learning Gains in Reading for lowest 25% - 46%
 Learning Gains in Math for lowest 25% - 59%
 MWE: 2008-2009
 Grade - A
 AYP - 87%
 Learning Gains for Reading - 74%
 Learning Gains for Math - 69%
 Learning Gains in Reading for lowest 25% - 73%
 Learning Gains in Reading for lowest 25% - 68%
 MWE: 2007-2008
 Grade - A
 AYP - 95%
 Learning Gains in Reading - 77%
 Learning Gains in Math - 75%
 Learning Gains in Reading for the lowest 25% - 69%
 Learning Gains in Math for lowest 25% - 76%
 MWE: 2006-2007
 Grade - A
 AYP - 85%
 Learning Gains in Reading - 78%

Debra Riedl		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	M.S. Educational Leadership, B.A. Elementary Education	
Performance Record	Assistant Principal of Curriculum Shady Hill Grade A SHE: 2012-2013 Grade - A Learning Gains in Reading - 70% Learning Gains for Math - 71% Learning Gains in Reading for lowest 25% - 65% Learning Gains in Math for lowest 25% - 60% Sparr Elementary Grade B both years 2010 - 2012 Number of students scoring a 4.0 and above in Writing increased from 62% to 71%. The number of students scoring a 3.0 or higher in Writing increased from 92% to 97%. Number of proficient students in Math in grades 3 and 5 increased, while the number of proficient students in 4th grade Math decreased.	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Stephanie Albright		
Part-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science	
Credentials	Bachelor's Degree – Middle Grades English and Elementary Education	
Performance Record	Shady Hill has been an A school each year she has been reading coach. "A" school SHE: 2012-2013 Grade - A Learning Gains in Reading - 70% Learning Gains for Math - 71% Learning Gains in Reading for lowest 25% - 65% Learning Gains in Math for lowest 25% - 60%	

Kimberly White

Full-time / District-based

Years as Coach: 3

Years at Current School: 1

Areas

Reading/Literacy

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

36

receiving effective rating or higher

36, 100%

Highly Qualified Teachers

100%

certified in-field

36, 100%

ESOL endorsed

23, 64%

reading endorsed

3, 8%

with advanced degrees

7, 19%

National Board Certified

, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 8%

with 6-14 years of experience

14, 39%

with 15 or more years of experience

19, 53%

Education Paraprofessionals**# of paraprofessionals**

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. District electronic application process allows candidates to apply for positions from across the nation. Deb Mueller; on-going.
2. District training for new teachers. Dianna Thompson; on-going
3. Teacher mentor program for teachers new to the profession and new to the school. Ryan Bennett and Debra Riedl; on-going.
Teacher mentor program for teachers in need of curriculum and classroom management support. Ryan Bennett and Debra Riedl; on-going.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are given mentors. Teachers are given support if they are new to teaching or new to a grade level. Grade levels meeting on a weekly basis: discuss grade level curriculum/planning, share best practices, discuss strategies for raising student achievement, data review for differentiated instruction. Our coaches model instruction and assist teachers with planning if needed. Mentee's provide extra support to teachers new to a grade level.

Shady Hill has no rookie teachers.

New teachers to a grade level: Allie Robbins 2nd (Lori McBride), Edward Barrio VE SC (Laurie Ruggeri), Cheryl Gaines 4th (Janet Oehlerking and Jennifer Moberg), and Lindy Batten VE inclusion (Janet LeBoeuf).

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

School Based Leadership Team:

Establish, communicate and build consensus among the staff.

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 continuum 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.

Literacy and Academic Coach:

Coaches will serve as a full time professional developer as a member of a school's district support team.

The coaches will collaborate with members of the district support team to generate improvement in reading, math, science, and writing.

Behavior Specialist:

Assist with monitoring and problem solving behavior related issues. The behavior specialist will be a resource for our PBS program. The behavior specialist will attend Tier 2 problem solving meetings as well as participate in Tier 3 SAT meetings.

RCS:

Will support and provide initial and/or ongoing professional development to teachers and school based administrators in developing IEP's. Provide suggestions for recommended strategies for the differentiated instruction of SWD's.

Psychologist:

Maintain a strong and consistent focus on district/schools mission, vision, and goals. Support the development of effective teams and works collaboratively with all team members at the school level.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Synergy team will meet biweekly throughout the year to discuss the progress of students in Tier 2 and Tier 3. The leadership team will meet weekly to discuss the implementation of the Tier 1 core curriculum.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters will be used to provide data to the Synergy team and the leadership team to analyze for the effectiveness of the core curriculum and supplemental supports provided to students not making progress with the core curriculum.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Members of the Synergy team will meet with staff members at least once per month to discuss the MTSS process and to discuss the progress of their students in Tier 2 and Tier 3. Teachers and members of the Synergy team will meet with parents of students in Tier 2 and Tier 3 to discuss the implementation of interventions and the progress of their child.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

Enrichment tutoring for our Level 3, 4, and 5 students in Reading and Math.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

We analyze our Benchmark and FCA data to determine if the program is successful.

Who is responsible for monitoring implementation of this strategy?

Deb Riedl, Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ryan Bennett	Principal
Debra Riedl	Assistant Principal
Kimberly White	Literacy Coach
Stephanie Albright	Academic Coach
Wes Grant	Dean of Students
Donna Kee	Guidance Counselor
Debbie Pace	Media Specialist

How the school-based LLT functions

The LLT will meet biweekly to discuss the fidelity of implementation of the Wonders reading series. The reading and academic coach will model for staff members. Administration will monitor data and observe teachers implementing the new reading series as well as Common Core.

Major initiatives of the LLT

Implementing high yield strategies and supporting the teachers in implementing the new reading series with fidelity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I District office provides a Title I Pre-K/VPK program on our campus. All students 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.

MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	65%	No	78%
American Indian				
Asian				
Black/African American	38%	26%	No	45%
Hispanic	65%	54%	No	69%
White	83%	76%	No	84%
English language learners	58%	33%	No	63%
Students with disabilities	59%	39%	No	63%
Economically disadvantaged	62%	51%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	22%	40%
Students scoring at or above Achievement Level 4	127	40%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	223	70%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	207	65%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	49	58%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	72%	No	84%
American Indian				
Asian				
Black/African American	51%	31%	No	56%
Hispanic	78%	65%	No	81%
White	88%	81%	No	89%
English language learners	92%	67%	No	93%
Students with disabilities	67%	43%	No	70%
Economically disadvantaged	72%	59%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	25%	35%
Students scoring at or above Achievement Level 4	139	44%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	225	71%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	190	60%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	32%	42%
Students scoring at or above Achievement Level 4	45	44%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	614	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	1%
Students who are not proficient in reading by third grade	30	5%	3%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

50% of the parent population will attend trainings and school events.

70% of the 4th and 5th grade parent population will support the students with their Science Fair Projects

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Lack of parent support and training to assist student learning	3	40%	50%
Parental support in 4th and 5th grade with Science Fair Projects	1	50%	70%

Goals Summary

- G1.** The percent of students making learning gains will increase in the following subgroups from: Black 26% to 45% in reading, 31% to 56% in math SWD 39% to 63% in reading, 43% to 70% in math ED 51% to 66% in reading, 59% to 75% in math
- G2.** Students in the lowest 25% will increase from 65% to 75% in Reading and 60% to 70% in Math.
- G3.** The students scoring 3 and above will increase from 65% to 75% in Reading, 72% to 82% in Math, 80% to 85% in Writing, and 73% to 83% in Science.

Goals Detail

G1. The percent of students making learning gains will increase in the following subgroups from: Black 26% to 45% in reading, 31% to 56% in math SWD 39% to 63% in reading, 43% to 70% in math ED 51% to 66% in reading, 59% to 75% in math

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- School based mentors, School Leadership Team, Reading Coach, Academic Coach, District Staff Developers, Intervention Paraprofessionals

Targeted Barriers to Achieving the Goal

- Lack of experience

Plan to Monitor Progress Toward the Goal

Intervention paraprofessionals will provide feedback to the school leadership team regarding the progress of students.

Person or Persons Responsible

Intervention paraprofessionals, School Administration, and School Leadership Team

Target Dates or Schedule:

Once a month

Evidence of Completion:

Intervention logs, AIMSweb and DBMA data

G2. Students in the lowest 25% will increase from 65% to 75% in Reading and 60% to 70% in Math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- District Staff Development, School Leadership Team, District Training Modules, Academic Coach, Reading Coach, Para-professionals, Rewards Reading Intervention, Voyager Reading Intervention, Corrective Reading, Leveled Readers, Small Group Instruction, Intervention Groups, Math Manipulatives, Cooperative Learning, Publix Math Night, Smartboards, FAST Math, Study Island.

Targeted Barriers to Achieving the Goal

- Limited Differentiated Instruction

Plan to Monitor Progress Toward the Goal

Monitor Intervention groups and Intervention logs

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, and Academic Coach

Target Dates or Schedule:

Once a month

Evidence of Completion:

Intervention Logs that shows lessons are taught daily

G3. The students scoring 3 and above will increase from 65% to 75% in Reading, 72% to 82% in Math, 80% to 85% in Writing, and 73% to 83% in Science.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- District Training Modules, Planning and Training days, District Staff Developers, School-based lead teachers, School Leadership Team, Reading Coach, Academic Coach, Social Studies Weekly, Units of Study, Study Island, FAST Math, Writing Camp

Targeted Barriers to Achieving the Goal

- Lack of fidelity of the core instruction

Plan to Monitor Progress Toward the Goal

AIMSweb and Benchmark data

Person or Persons Responsible

School Administration

Target Dates or Schedule:

Once per nine weeks

Evidence of Completion:

Increase in scores for students scoring 3 and above.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percent of students making learning gains will increase in the following subgroups from: Black 26% to 45% in reading, 31% to 56% in math SWD 39% to 63% in reading, 43% to 70% in math ED 51% to 66% in reading, 59% to 75% in math

G1.B1 Lack of experience

G1.B1.S1 Identified students within these subgroups will participate in intervention groups for Reading and Math to build upon skills taught in the classroom.

Action Step 1

Intervention groups in Reading and Math

Person or Persons Responsible

Intervention Paraprofessionals

Target Dates or Schedule

5 days a week

Evidence of Completion

Intervention Logs

Facilitator:

Deb Riedl, Kim White, and Stephanie Albright

Participants:

All intervention paraprofessionals and selected teachers who are working with our intervention groups.

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

Monitor progress of students in intervention group during SAT meetings, grade level meetings, and school leadership meetings.

Person or Persons Responsible

Intervention Paraprofessionals, School Administration, and classroom teachers

Target Dates or Schedule

Once a month

Evidence of Completion

Intervention logs, AIMSweb and DBMA results

Plan to Monitor Effectiveness of G1.B1.S1

Intervention paraprofessionals will provide feedback to the school leadership team regarding the progress of students.

Person or Persons Responsible

Intervention paraprofessionals, School Administration, and School Leadership Team

Target Dates or Schedule

Once a month

Evidence of Completion

Intervention logs, AIMSweb and DBMA data

G2. Students in the lowest 25% will increase from 65% to 75% in Reading and 60% to 70% in Math.

G2.B1 Limited Differentiated Instruction

G2.B1.S1 Students will participate in differentiated instruction on a daily basis, which includes individual intervention. Teachers will implement instructional techniques to promote active learning in large and small groups.

Action Step 1

Provide specific intervention programs in Reading based on student needs. Provide concrete math lessons by using manipulatives and centers to differentiate based on student need.

Person or Persons Responsible

School-based teachers Intervention Paraprofessionals Reading Coach Academic Coach

Target Dates or Schedule

Daily - beginning September 9

Evidence of Completion

Intervention roster and Intervention Provider Documentation Log

Facilitator:

Deb Riedl, Kim White, and Stephanie Albright

Participants:

All intervention paraprofessionals and selected teachers who are working with our intervention groups.

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

Monitor Intervention groups and Intervention logs

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and Academic Coach

Target Dates or Schedule

Once a month

Evidence of Completion

Intervention Logs that shows lessons are taught daily

Plan to Monitor Effectiveness of G2.B1.S1

Monitor Intervention groups and Intervention logs

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, and Academic Coach

Target Dates or Schedule

Once a month

Evidence of Completion

Intervention Logs that shows lessons are taught daily

G3. The students scoring 3 and above will increase from 65% to 75% in Reading, 72% to 82% in Math, 80% to 85% in Writing, and 73% to 83% in Science.

G3.B1 Lack of fidelity of the core instruction

G3.B1.S1 Professional development for teachers and staff in delivery of core instruction

Action Step 1

Provide core curriculum support through collaboration training and provide online course to support Core Curriculum Instruction.

Person or Persons Responsible

School Leadership Team and District Training Modules

Target Dates or Schedule

October, December, February

Evidence of Completion

Sign in sheets, Domain Four documentation

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

Observe, evaluate, and provide feedback

Person or Persons Responsible

School Administration

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

True North Logic data

Plan to Monitor Effectiveness of G3.B1.S1

Observe, evaluate, provide feedback

Person or Persons Responsible

School Administration

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

True North Logic data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A - Services are provided to ensure students requiring additional remediation 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- Title I services to Shady Hill include offering summer VPK to our students entering kindergarten in August. 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.

Head Start: Pre-Kindergarten program offered at selected school sites

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The percent of students making learning gains will increase in the following subgroups from: Black 26% to 45% in reading, 31% to 56% in math SWD 39% to 63% in reading, 43% to 70% in math ED 51% to 66% in reading, 59% to 75% in math

G1.B1 Lack of experience

G1.B1.S1 Identified students within these subgroups will participate in intervention groups for Reading and Math to build upon skills taught in the classroom.

PD Opportunity 1

Intervention groups in Reading and Math

Facilitator

Deb Riedl, Kim White, and Stephanie Albright

Participants

All intervention paraprofessionals and selected teachers who are working with our intervention groups.

Target Dates or Schedule

5 days a week

Evidence of Completion

Intervention Logs

G2. Students in the lowest 25% will increase from 65% to 75% in Reading and 60% to 70% in Math.

G2.B1 Limited Differentiated Instruction

G2.B1.S1 Students will participate in differentiated instruction on a daily basis, which includes individual intervention. Teachers will implement instructional techniques to promote active learning in large and small groups.

PD Opportunity 1

Provide specific intervention programs in Reading based on student needs. Provide concrete math lessons by using manipulatives and centers to differentiate based on student need.

Facilitator

Deb Riedl, Kim White, and Stephanie Albright

Participants

All intervention paraprofessionals and selected teachers who are working with our intervention groups.

Target Dates or Schedule

Daily - beginning September 9

Evidence of Completion

Intervention roster and Intervention Provider Documentation Log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The students scoring 3 and above will increase from 65% to 75% in Reading, 72% to 82% in Math, 80% to 85% in Writing, and 73% to 83% in Science.	\$1,100
Total		\$1,100

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title One Funds	\$1,100	\$1,100
Total	\$1,100	\$1,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. The students scoring 3 and above will increase from 65% to 75% in Reading, 72% to 82% in Math, 80% to 85% in Writing, and 73% to 83% in Science.

G3.B1 Lack of fidelity of the core instruction

G3.B1.S1 Professional development for teachers and staff in delivery of core instruction

Action Step 1

Provide core curriculum support through collaboration training and provide online course to support Core Curriculum Instruction.

Resource Type

Personnel

Resource

Writing tutoring after school for our 4th grade students

Funding Source

Title One Funds

Amount Needed

\$1,100