

Alachua County Public Schools

# Chester Shell Elementary School



2021-22 Schoolwide Improvement Plan

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## Chester Shell Elementary School

21633 SE 65TH AVE, Hawthorne, FL 32640

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

### Demographics

**Principal: Edward Haukland**

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (44%) 2017-18: C (41%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Alachua County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## 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)	2020-21 Title I School	2020-21 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	49%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

### School Board Approval

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### SIP Authority

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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>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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 a differentiated learning environment with the aim of shaping our students into self-sufficient, confident, and responsible leaders.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Burton, Holly	Principal	<p>Supervise the operation and management of all activities and functions at the school.</p> <p>Provide leadership, coordinate professional development, and monitor delivery of all educational programs.</p> <p>Utilize current research, performance data, and feedback from students, teachers, parents, and community members to make decisions that improve instruction and achievement.</p> <p>Recruit and retain highly qualified instructional and non-instructional staff.</p> <p>Develop and maintain the master schedule.</p> <p>Manage the school's financial resources.</p> <p>Facilitate and participate in school-related events.</p> <p>Create a positive school culture, motivate staff, and foster positive relationships among all members of the school.</p>
Carter, Isabel	Assistant Principal	<p>Provide expertise to classroom teachers on development of appropriate instructional strategies for individual students.</p> <p>Assist in intervention design.</p> <p>Provide expertise to classroom teachers on the development of appropriate behavioral strategies for individual students.</p> <p>Assist classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan.</p> <p>Monitor behavior and attendance data.</p> <p>Oversee ESOL program at the school level.</p> <p>Provide ongoing professional development to new hires in order to acquaint them with school expectations and procedures.</p>
Evans, Hannah	Dean	<p>Provide behavioral support in all classrooms.</p> <p>Provide professional development and support in the area of classroom management, behavioral interventions, restorative practices, and social emotional learning strategies for teachers.</p> <p>Manage anti-bullying programs and curriculum.</p> <p>Organize, analyze and decrease suspension data annually, particularly involving disproportionate discipline data</p> <p>Facilitate all aspects of Positive Behavior Supports and lead the PBIS Committee.</p>
Mitchell, Stacey	School Counselor	<p>Coordinate implementation of the RtI process.</p> <p>Assist classroom teachers with assessments and interventions.</p> <p>Coordinate and facilitate mentoring program, classroom guidance lessons, mental health services, referrals for services, and Section 504 plans.</p> <p>Provide support to families in need at various times throughout the school year, such as holidays.</p>



Name	Position Title	Job Duties and Responsibilities
		Serve as community liaison for our school to develop and maintain partnerships
Robinson, Kathleen	Instructional Coach	<p>Conduct data analysis process.</p> <p>Meet with teachers to discuss data trends and create action plans to address student needs.</p> <p>Provide assistance and data analysis expertise in administering reading and writing assessments.</p> <p>Support implementation of high yield instructional practices via coaching</p>
Harrington, Seth	Behavior Specialist	<p>Provide behavioral support in all classrooms.</p> <p>Provide professional development and support in the area of classroom management, behavioral interventions, restorative practices, and social emotional learning strategies for teachers.</p> <p>Manage anti-bullying programs and curriculum.</p> <p>Organize, analyze and decrease suspension data annually, particularly involving disproportionate discipline data Facilitate all aspects of Positive Behavior Supports and lead the PBIS Committee.</p>

### Demographic Information

#### Principal start date

Wednesday 7/1/2015, Edward Haukland

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

20

**Total number of students enrolled at the school**

382

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

#### Demographic Data

**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	41	59	74	71	59	61	0	0	0	0	0	0	0	365
Attendance below 90 percent	1	19	26	27	24	18	0	0	0	0	0	0	0	115
One or more suspensions	0	1	3	1	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	1	4	13	12	5	4	0	0	0	0	0	0	0	39
Course failure in Math	1	6	12	13	4	6	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	28	22	32	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	17	44	0	0	0	0	0	0	0	89
Number of students with a substantial reading deficiency	2	20	17	14	28	22	0	0	0	0	0	0	0	103

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	6	13	13	4	5	0	0	0	0	0	0	0	42

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	5	12	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Monday 8/23/2021

**2020-21 - As Reported****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	
Number of students enrolled	44	64	59	55	64	64	0	0	0	0	0	0	0	350
Attendance below 90 percent	3	16	14	13	20	14	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	5	3	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	6	2	0	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	6	3	3	9	0	0	0	0	0	0	0	21

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	4	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated**

**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	
Number of students enrolled	44	64	59	55	64	64	0	0	0	0	0	0	0	350
Attendance below 90 percent	3	16	14	13	20	14	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	5	3	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	1	6	2	0	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	6	3	3	9	0	0	0	0	0	0	0	21

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	4	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	59%	57%	48%	58%	56%
ELA Learning Gains				51%	57%	58%	30%	53%	55%
ELA Lowest 25th Percentile				69%	49%	53%	26%	40%	48%
Math Achievement				40%	60%	63%	59%	64%	62%
Math Learning Gains				32%	61%	62%	32%	58%	59%
Math Lowest 25th Percentile				38%	49%	51%	41%	45%	47%
Science Achievement				33%	57%	53%	53%	55%	55%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	57%	1%	58%	0%
Cohort Comparison						
04	2021					
	2019	38%	55%	-17%	58%	-20%
Cohort Comparison		-58%				
05	2021					
	2019	34%	55%	-21%	56%	-22%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	58%	-2%	62%	-6%
Cohort Comparison						
04	2021					
	2019	21%	60%	-39%	64%	-43%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-56%				
05	2021					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	55%	-21%	53%	-19%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

District quarterly AIMs for ELA for 2nd - 5th Grade; District Quarterly AIMs for Math for K - 5th Grade; DIBELs for ELA for K- 1st Grade; ISIP for ELA K-5th Grade

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	23	28
	Economically Disadvantaged	0	0	0
	Students With Disabilities	9	8	3
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	15	18
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	1	3
	English Language Learners	NA	NA	NA

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	73	30
	Economically Disadvantaged	50	64	27
	Students With Disabilities	9	8	3
	English Language Learners	100	100	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	23	53
	Economically Disadvantaged	33	20	45
	Students With Disabilities	5	5	8
	English Language Learners	100	0	100
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	33	24
	Economically Disadvantaged	24	25	18
	Students With Disabilities	0	2	3
	English Language Learners	50	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	41	2
	Economically Disadvantaged	45	35	2
	Students With Disabilities	8	6	0
	English Language Learners	50	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	20	37
	Economically Disadvantaged	15	12	25
	Students With Disabilities	3	0	0
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	16	15
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2	2	2
	English Language Learners	50	0	50
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	3	4
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	9	4
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	4	3	1
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	8			5	6		6				
BLK	18	19		30	13						
MUL	20			9							
WHT	30	17		31	13		22				
FRL	23	20	18	28	11	8	15				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	24	42	62	21	25	42					
BLK	28	45	67	17	6	8	17				
MUL	60			50							
WHT	47	48	67	49	38	60	39				
FRL	42	51	65	37	32	36	26				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	28	21	29	27	37	38					
BLK	40	27	27	38	30	40	37				
WHT	49	31	27	67	30	36	63				
FRL	45	29	26	54	30	41	51				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	7
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	5



Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	15
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Overall, we had a drastic decrease in proficiency and learning gains in all ELA, Math, and Science among all grades and subgroups since 2018-2019 school year.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off the 2020-2021 progress monitoring and FSA data, our school needs to focus on increase the percentage of proficiency in ELA, Math and Science as well as increase the percentage of learning gains among our lowest quartile students. In every category, our percentages decreased from 10 - 54%.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors include attendance and lack of access to instruction due to COVID-19. Additionally, we found that many students who came back to school for the 20-21 school year exhibited behaviors that impeded instruction and learning. In order to address this need, we will need to ensure that students who are in quarantine have access to instruction and support while they are off campus. Additionally, we need to revisit our school's MTSS system and implement SEL curriculum schoolwide.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In the 2020-21 school year, we did not see improvement in any category. However, we had the least loss in proficiency in Math with only a 10% decrease in achievement.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

NA

#### What strategies will need to be implemented in order to accelerate learning?

We plan to restructure grade level team meetings to embed the problem solving process for MTSS so that we can more strategically address the needs of learners. We have also partnered with the district and USF to implement restorative practices schoolwide.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

During gear up week, we will train teachers in restorative practices such as community-building circles and the use of affective statements. We also will train team leaders in the MTSS problem solving process and equip them with the tools to facilitate team planning meetings.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our Intervention Instructional Coach support the team leader via coaching and co-facilitating so that by next year, team leaders will understand the process and be able to sustain the structure with minimal support. Additionally, we have hired a new BRT who will serve as a behavior intervention coach for teachers and will work with the prior BRT (who is now also working with our student service team) and our counselor to coach teachers on restorative practices as well as de-escalation techniques.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** We have been identified as a TS&I school for not meeting ESSA percentages in the AA and SWD subgroup since 2018-2019. Based on our FSA and progress monitoring data for the 20-21 school year, we see a need to continue to support our African American students as well as students with disabilities in reaching achievement in both ELA and Math.

**Measurable Outcome:** Reduce the achievement gap among African American students and students with disabilities by three percentage points in ELA and Math.

**Monitoring:** Data chats, grade level planning meetings, classroom observations

**Person responsible for monitoring outcome:** Isabel Carter (carterig@gm.sbac.edu)

**Evidence-based Strategy:** Provide rigorous, standards-based instruction that is culturally relevant for all students while implementing differentiated interventions based on student performance data.

**Rationale for Evidence-based Strategy:** We recognize that all students can learn and reach their highest potential when the learning environment is culturally relevant and instruction is differentiated to meet the need of all learners. All student should be provided with highly effective teachers who are culturally responsive and set high expectations, provide a high quality learning environment, and offer equitable resources to ensure students reach their full potential

**Action Steps to Implement**

Train teacher leaders and support the use of the MTSS problem solving process to identify root causes and identify instructional practices that support the unique needs of learners.

**Person Responsible** Kathleen Robinson (robinsonkh@gm.sbac.edu)

Implement restorative practices and social emotional learning school wide to support cultural acceptance and social emotional learning.

**Person Responsible** Stacey Mitchell (mitchesp@gm.sbac.edu)

Implement AVID principles (instructional practices and culture) in classroom instruction

**Person Responsible** Isabel Carter (carterig@gm.sbac.edu)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** We have seen a 17% decrease in ELA achievement and 31% decrease in learning gains since the COVID-19 pandemic. It is essential that we address the learning regression and gaps that occurred in the past 18 months by strategically addressing foundational reading to accelerate learning.

**Measurable Outcome:** Increase ELA achievement and ELA learning gains by 10%.

**Monitoring:** coaching support, classroom observations, data chats, planning meetings

**Person responsible for monitoring outcome:** Holly Burton (burtonha@gm.sbac.edu)

**Evidence-based Strategy:** Implement explicit foundational reading instruction that is differentiated and targeted in all grades.

**Rationale for Evidence-based Strategy:** Progress monitoring data suggests a need to focus on closing gaps in foundational reading skills across all grades.

**Action Steps to Implement**

Train teachers in explicit reading instruction specific to their grade level and student needs.

**Person Responsible** Isabel Carter (carterig@gm.sbac.edu)

Provide resources (i.e. materials, curriculum, planning time) to support implementation reading instruction.

**Person Responsible** Kathleen Robinson (robinsonkh@gm.sbac.edu)

Facilitate individual and grade level data chats to identify tier II and tier III interventions.

**Person Responsible** Kathleen Robinson (robinsonkh@gm.sbac.edu)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** We have seen a 10% decrease in Math achievement and 19% decrease in learning gains since the COVID-19 pandemic. It is essential that we address the learning regression and gaps that occurred in the past 18 months by strategically addressing instructional practices and intervention supports to accelerate learning.

**Measurable Outcome:** Increase Math achievement and Math learning gains by 10%.

**Monitoring:** coaching support, classroom observations, data chats, planning meetings

**Person responsible for monitoring outcome:** Holly Burton (burtonha@gm.sbac.edu)

**Evidence-based Strategy:** Provide supplemental resources (i.e. instructional materials, web-based programs, and intervention support) to support Tier I instruction and tier II and III intervention.

**Rationale for Evidence-based Strategy:** While our current core curriculum provides standards-based resources, we also need supplemental resources to address small group and individualized intervention.

**Action Steps to Implement**

Evaluate supplemental resources to ensure that they tier II & III intervention needs

**Person Responsible** Kathleen Robinson (robinsonkh@gm.sbac.edu)

Provide coaching support to teachers on how to use supplemental math resources to differentiate instruction for all learners.

**Person Responsible** Kathleen Robinson (robinsonkh@gm.sbac.edu)

Utilize intervention support teachers for small group supplemental instruction in Math.

**Person Responsible** Holly Burton (burtonha@gm.sbac.edu)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the data in the SafeSchoolsforAlex.org website, we have a high rate of incidents in comparison to the rest of the state. A primary area of concern are incidents that occur on bus routes to and from Shell. Three out of the four incidents during the 19-20 school year occurred on a school bus. We have worked with transportation and bus drivers to monitor bus behavior and requested additional support during long bus routes (i.e. bus aide).**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

This year, we re-structured our discipline committee and renamed it the PBIS/RP committee. Every grade level and team is represented on this committee to ensure that all stakeholder voices are heard. The purpose of this committee is to develop school wide behavior expectations as well as ideas for positive reinforcement. We also partner with our SAC and Building Concerns committee to address any concerns that stakeholders may have about the school.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

SAC Committee (community members, parents, teachers, ESP's, administrators) - the role of the SAC committee is to provide feedback on decisions made in regard to the school and approval for funding associated with those decisions.

PBIS/RP Committee (representatives from grade levels, resource team, specials team, ESPs) - The role of this committee is to develop school wide behavior expectations as well as ideas for positive reinforcement.

Building Concerns Committee (ACEA union representatives, administrators) - The role of this committee is to provide feedback to administration when concerns arise that may impact school culture.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$53,550.79
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	730-Dues and Fees	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$3,300.00
			Notes: AVID membership 08/02/21 - 05/27/22			
	6400	330-Travel	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$7,550.00
			Notes: AVID Summer Institute 06/26-29, 2022 5 teachers			

	6400	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,162.88
			Notes: AVID Summer Institute 06/26-29, 2022 5tchrs 3days 6hrs daily			
	7730	330-Travel	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,780.00
			Notes: AVID Summer Institute 06/26-29, 2022 2 admin			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,250.00
			Notes: 5 Ladibug Document Cameras for Classroom Engagement			
	5100	644-Computer Hardware Non-Capitalized	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$11,500.00
			Notes: 20 Laptops for increased Classroom Engagement			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,499.00
			Notes: Laptop Cart for increased Classroom Engagement			
	5900	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$20,186.88
			Notes: Extended School Year 06/06 - 06/30/22 4tchrs 1IIC 16 days			
	5100	150-Aides	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$1,135.51
			Notes: Extended School Year 06/06 - 06/30/22 Paraprofessional 5hrs per day 14 days			
	5900	510-Supplies	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$186.52
			Notes: Supplies for Extended School Year Instruction			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$56,138.48</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$8,500.00
			Notes: IRLA SchoolPACE Connect license			
	6400	310-Professional and Technical Services	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$14,000.00
			Notes: IRLA Consultant			
	6400	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$18,024.00
			Notes: IRLA Training 07/26 - 07/30/21 25 teachers for 30 hours each			
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$1,712.48
			Notes: Write Score Writing License			
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$6,163.00
			Notes: IXL License			



	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$354.00
			<i>Notes: Reading A-Z License</i>			
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,600.00
			<i>Notes: Flocabulary License</i>			
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,100.00
			<i>Notes: Smarty Ants License</i>			
	6400	310-Professional and Technical Services	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$2,685.00
			<i>Notes: Smarty Ants Staff Training</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$255,870.73</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		0281 - Chester Shell Elementary Schl	Title, I Part A	4.5	\$247,867.90
			<i>Notes: Instructional Intervention Coach, 2 intervention teachers, 1 classroom reduction teacher, two intervention paraprofessionals</i>			
	5100	390-Other Purchased Services	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$1,345.63
			<i>Notes: Substitute CSR \$134.56 per day 10 days</i>			
	5100	520-Textbooks	0281 - Chester Shell Elementary Schl	Title, I Part A	0.0	\$6,657.20
			<i>Notes: Ready FL ELA/Math workbooks</i>			
					<b>Total:</b>	<b>\$365,560.00</b>