

# Shady Hill Elementary School



2014-15 School Improvement Plan

## Shady Hill Elementary School

5959 S MAGNOLIA AVE, Ocala, FL 34471

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

45%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

39%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

A

A

A

### School Board Approval

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

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

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

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

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



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Shady Hill uses a Positive Behavior Support System. This begins with school-wide expectations and with rules by location. Our students practice the Big Three: Do What's Right, Do Your Best, and Treat Others the Way You Want to Be Treated. Students are reminded of this on the morning show each day and also throughout the day by teacher and other staff members. Rules by location are posted in the hallways, Media Center, Cafeteria, etc. The expectations are clear and students are aware of the consequence for breaking rules. All teachers carry around Colt Cash and reward students when necessary. Students have the opportunity to spend the cash at a PBS store. In addition, our teachers participated in Kagan training, which assisted them in setting up structured teaching methods that are designed to engaged all students at all times.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our school, like other schools in our county has a problem-solving team that meets regularly to discuss the needs of our students. In order for students to learn, their social-emotional needs must be met. The team may consist of the Assistant Principal, Guidance Counselor, School Psychologist, Behavior Specialist, Dean of Students, Social Worker, and often times the Speech/Language Pathologist or other related service specialist. If a student has a need often times the Problem Solving Team meets to discuss how to best help the student, or the Guidance Counselor may speak to the student. The Guidance Counselor may bring in the Assistant Principal or other members of the team as needed. Our Social Worker is used to visit homes and offer resources that may help the child's social-emotional needs be met. Collectively, we help to provide services and assistance to families whose children need assistance. The strong communication skills of the team is the key ingredient to helping students.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Early Warning Systems are used to identify students at risk of not graduating from high school or not being prepared for college-level work. These are identified as early as elementary school and are brought to the forefront of school teams who work to assist students in being successful. There are several indicators that schools look for to identify students who are or will be in need of special supports or services. Our school's Synergy Team works together to identify these students.

% of students in each indicator

Attendance below 90% 10%

One or more suspensions - 6%

Course failure in ELA or Math - 20%

Level 1 score on the FCAT in Reading or Math - 21%

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	10	11	12	12	8	60
One or more suspensions	3	2	5	6	8	8	32
Course failure in ELA or Math	18	21	22	25	24	16	126
Level 1 on statewide assessment	0	0	0	31	20	17	68
	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	8	9	30	20	16	90

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

All students are screened at the end of the year. Students in grades 3-5 were placed in an intervention group according to their weaknesses. Intervention for all students is 30 minutes a day. All 3-5 intervention students have interventions at the same time. K-2 interventions each have 30 minutes at three separate times of the day. (each grade level 30 minutes)  
Students with two or more EWS indicators will be invited to attend before school and after school tutoring sessions.

#### **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53974>.

#### **Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

We encourage parents/families to come to the school and get involved as a volunteer. Often times, the families help us to develop partnerships with local businesses and help us connect with individuals who want to better the education for our students. Each year, we hold Altrusa Read-in, which is an even that invites community members into our school to read to our students. We usually have about 20-30 members of our community on this day. We also have Signature Brands for our business partner. They

are invited to the school each year during Career Day and also, provide the school with items needed for our Fall Carnival and other items for the classroom. We also recognize families that may donate to our school by placing their name at the front of the school. Monies are used to purchase teacher resources, manipulatives for students, and other items that are used in the classroom.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Bennett, Ryan	Principal
Riedl, Debra	Assistant Principal
Kee, Donna	Guidance Counselor
Mulvey, Anthony	Dean
Magamoll, Allison	Instructional Coach
Watt, Sandy	Teacher, K-12

#### Duties

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

School Based Leadership Team including Dean of Students, Guidance Counselor, Asst. Principal, Principal, one teacher representative from each grade level:

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.

District Reading 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.

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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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

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

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

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

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

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

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

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

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Ryan Bennett	Principal
Debra Riedl	Teacher
Donna Kee	Teacher
Anthony Mulvey	Teacher
Donna Cress	Business/Community
Diana Scroggie	Parent
Christy Davies	Teacher
Jillayne Pike	Teacher
Allison Magamoll	Teacher
Diana Scroggie	Parent
Ashley Gray	Parent
Wes Grant	Parent
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

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

Technology and family nights - \$11,171  
Hire paraprofessionals and teachers - \$98,738  
After-school tutoring, Book Study, and Kagan training - \$12,015

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bennett, Ryan	Principal
Riedl, Debra	Assistant Principal
Magamoll, Allison	Teacher, K-12
Mulvey, Anthony	Dean
Kee, Donna	Guidance Counselor

#### Duties

**Describe how the LLT promotes literacy within the school**

Implementing high yield strategies and supporting the teachers in implementing the new reading series with fidelity. The LLT also provides staff development to teachers which incorporates effective strategies.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The Master Schedule was built this year with collaboration as a priority. Teachers have common planning time daily which allows for collaboration to take place each day. Once a week, teachers meet with the administrative team to participate in Professional Development and PLC's. The other days are designated as grade level collaboration, subject-area collaboration, or lesson planning.

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

1. District electronic application process allows candidates to apply for positions from across the nation.
2. Qualified teachers are selected for an interview.
3. Highly-qualified teachers are interviewed and selected.
4. District training for new teachers. Dianna Thompson; on-going
5. Teacher mentor program for teachers new to the profession and new to the school. 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.
6. Provide new teachers a mentor in their grade level.



## **Describe the school's teacher mentoring program, including the rationale for pairings and 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 meet on a weekly basis: discuss grade level curriculum/planning, share best practices, discuss strategies for raising student achievement, data review for differentiated instruction. Our 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 1 rookie teacher. She is paired with a veteran teachers and collaborates with her and all teachers in the grade level daily.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Over the summer, several teachers worked at the district level to review the standards.

All teachers were trained at the beginning of the year on the new standards.

Curriculum Maps which include the Florida Standards were given to all teachers.

Classroom walk-throughs and review of lesson plans ensure that the standards are being implemented

Student assessment results should directly correlate to the mastering of the standards.

Ongoing training for ALL teachers will continue throughout the year.

Teachers will unwrap the standards with their teams.

Teachers have access to all of Florida Standards and are able to match them up with current curriculum used in our county, as well as additional resources. 3-5 ELA teachers will participate in the DBQ projects which are tied to the standards.

#### **Instructional Strategies**

##### ***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***

There are several pieces of data that are analyzed to make instructional-based decisions. Teachers use their weekly assessments as well as performance-based tasks and Formative Assessment.

Teacher adjust their teaching daily depending on the success of their students. Teachers differentiate their instruction daily in all subject areas by offering choices to students in the classroom. Students work on the same skill at varying levels so that they can experience success no matter how high a student is or how much a student struggles. The teachers use strategies from the Differentiated Instruction training they received. Teachers are also able to modify and differentiate instruction using Kagan Strategies in the classroom.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Before School Program**

**Minutes added to school year: 0**

Students not needing an academic intervention for Reading will be placed into an enrichment group at the start of the school day for grades 3-5, and throughout different times of the day for students in K-2. This enrichment takes place daily for 30 minutes.

**Strategy Rationale**

The rationale for this is to enrich the students by expanding on what is being taught in our core academic instruction. Teachers are able to go above and beyond the standard curriculum in order to provide acceleration for higher achieving students.

**Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Riedl, Debra, [debra.riedl@marion.k12.fl.us](mailto:debra.riedl@marion.k12.fl.us)

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

We analyze our AIMS WEB and Learning Check data, as well as Formative Assessment data to determine if the program is successful.

**Student Transition and Readiness**

**PreK-12 Transition**

*The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).*

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Title I District office provides a 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.

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



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

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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

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

***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***

## 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

 = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.** To differentiate instruction utilizing professional development, teacher collaboration, and student engagement, which will result in increased student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** To differentiate instruction utilizing professional development, teacher collaboration, and student engagement, which will result in increased student achievement. 1a

 G045857

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	85.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Lead Teachers
- Moodle trainings
- More planning time

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher collaboration
- Lack of student engagement
- Quality professional development

**Plan to Monitor Progress Toward G1.** 8

The percentage of teachers who earn a Highly Effective rating in the area of Differentiated Instruction.

**Person Responsible**

Ryan Bennett

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Walk-through notes and teacher ratings

## 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.** To differentiate instruction utilizing professional development, teacher collaboration, and student engagement, which will result in increased student achievement. **1**

 **G045857**

**G1.B1** Lack of teacher collaboration **2**

 **B113366**

**G1.B1.S1** Build a schedule that will allow for daily teacher collaboration time. **4**

 **S124787**

### Strategy Rationale

Teacher learning impacts student learning. By providing teachers quality time to plan effective lessons, discuss appropriate strategies, and evaluate students' work, will allow more cohesive instruction, which will positively impact student learning.

### Action Step 1 **5**

teachers, administrators, reading coach, dean

#### Person Responsible

Debra Riedl

#### Schedule

Daily, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Collaboration notes kept in teacher binders/collaboration meetings with grade levels. AP responsible.

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

Administrator attendance at collaboration meetings

**Person Responsible**

Debra Riedl

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Walk-through notes and feedback sheets

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

Lesson Plans and students scores on assessments

**Person Responsible**

Debra Riedl


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Collaboration notes and students' increase in assessment scores

**G1.B1.S2** Participate in PLC's twice a month with grade levels and administrative team. 4

 S124788

**Strategy Rationale**

To provide continuous learning for teachers that will impact instruction in a positive manner.

**Action Step 1** 5

PLCs twice a month

**Person Responsible**

Debra Riedl

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

PLC notes and teacher feedback

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

Administrators will be in attendance

**Person Responsible**

Debra Riedl

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

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

Increase teacher knowledge in effective practices

**Person Responsible**

Debra Riedl


**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015


***Evidence of Completion***

Implementation of strategies in class/Classroom walk-throughs

**G1.B2** Lack of student engagement **2**

 B113384

**G1.B2.S1** Provide Kagan training for teachers **4**

 S124793

**Strategy Rationale**

To introduce Kagan structures that will engage all students in learning. Teachers will use these structures in their classrooms to elicit 100% student engagement

**Action Step 1** **5**

Kagan Training

**Person Responsible**

Debra Riedl

**Schedule**

On 8/13/2014

***Evidence of Completion***

Teachers surveys and administrators attending the training

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

Administrators attended training with teachers/classroom walk-throughs

**Person Responsible**

Ryan Bennett

**Schedule**

On 8/13/2014

***Evidence of Completion***

Teacher surveys and evidence of Kagan structures being used in the classroom

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

Observe use of Kagan structures in the classroom

**Person Responsible**

Ryan Bennett

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015


**Evidence of Completion**

Classroom walk-through data

**G1.B3 Quality professional development** 2

 B113385

**G1.B3.S1 Implement trainings planned by the district and follow the training calendar** 4

 S124797

**Strategy Rationale**

To provide effective and thorough professional development to teachers

**Action Step 1** 5

Implement all Professional Development trainings that are on the district PD calendar

**Person Responsible**

Ryan Bennett

**Schedule**

Monthly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Teacher surveys fill out after PD occurs



**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Facilitate all trainings

**Person Responsible**

Debra Riedl

**Schedule**

Monthly, from 9/10/2014 to 5/29/2015

***Evidence of Completion***

Keep documented records of attendance and award points for courses completed by teachers/teacher surveys

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Facilitate all trainings

**Person Responsible**

Debra Riedl

**Schedule**

Monthly, from 9/10/2014 to 5/29/2015

***Evidence of Completion***

Keep documented records of attendance and award points for courses completed by teachers/teacher surveys

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Facilitate all trainings

**Person Responsible**

Debra Riedl

**Schedule**

Monthly, from 9/10/2014 to 5/29/2015

***Evidence of Completion***

Keep documented records of attendance and award points for courses completed by teachers/teacher surveys

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Observe teachers implementing strategies learned from trainings

**Person Responsible**

Debra Riedl

**Schedule**

Monthly, from 9/11/2014 to 5/29/2015

**Evidence of Completion**

Classroom walk-throughs

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	teachers, administrators, reading coach, dean	Riedl, Debra	8/25/2014	Collaboration notes kept in teacher binders/collaboration meetings with grade levels. AP responsible.	5/29/2015 daily
G1.B1.S2.A1	PLCs twice a month	Riedl, Debra	9/2/2014	PLC notes and teacher feedback	5/29/2015 biweekly
G1.B2.S1.A1	Kagan Training	Riedl, Debra	8/13/2014	Teachers surveys and administrators attending the training	8/13/2014 one-time
G1.B3.S1.A1	Implement all Professional Development trainings that are on the district PD calendar	Bennett, Ryan	9/10/2014	Teacher surveys fill out after PD occurs	5/29/2015 monthly
G1.MA1	The percentage of teachers who earn a Highly Effective rating in the area of Differentiated Instruction.	Bennett, Ryan	9/15/2014	Walk-through notes and teacher ratings	5/29/2015 monthly
G1.B1.S1.MA1	Lesson Plans and students scores on assessments	Riedl, Debra	9/2/2014	Collaboration notes and students' increase in assessment scores	5/29/2015 monthly
G1.B1.S1.MA1	Administrator attendance at collaboration meetings	Riedl, Debra	8/25/2014	Walk-through notes and feedback sheets	5/29/2015 weekly
G1.B2.S1.MA1	Observe use of Kagan structures in the classroom	Bennett, Ryan	8/18/2014	Classroom walk-through data	5/29/2015 weekly
G1.B2.S1.MA1	Administrators attended training with teachers/classroom walk-throughs	Bennett, Ryan	8/13/2014	Teacher surveys and evidence of Kagan structures being used in the classroom	8/13/2014 one-time
G1.B3.S1.MA1	Observe teachers implementing strategies learned from trainings	Riedl, Debra	9/11/2014	Classroom walk-throughs	5/29/2015 monthly
G1.B3.S1.MA1	Facilitate all trainings	Riedl, Debra	9/10/2014	Keep documented records of attendance and award points for courses completed by teachers/teacher surveys	5/29/2015 monthly
G1.B3.S1.MA1	Facilitate all trainings	Riedl, Debra	9/10/2014	Keep documented records of attendance and award points for courses completed by teachers/teacher surveys	5/29/2015 monthly
G1.B3.S1.MA1	Facilitate all trainings	Riedl, Debra	9/10/2014	Keep documented records of attendance and award points for courses completed by teachers/teacher surveys	5/29/2015 monthly

**Marion - 0551 - Shady Hill Elementary School - 2014-15 SIP**  
*Shady Hill Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Increase teacher knowledge in effective practices	Riedl, Debra	9/2/2014	Implementation of strategies in class/ Classroom walk-throughs	5/29/2015 biweekly
G1.B1.S2.MA1	Administrators will be in attendance	Riedl, Debra	9/2/2014		5/29/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To differentiate instruction utilizing professional development, teacher collaboration, and student engagement, which will result in increased student achievement.

### **G1.B2** Lack of student engagement

#### **G1.B2.S1** Provide Kagan training for teachers

##### **PD Opportunity 1**

Kagan Training

##### **Facilitator**

Kagan

##### **Participants**

Teachers

##### **Schedule**

On 8/13/2014

### **G1.B3** Quality professional development

#### **G1.B3.S1** Implement trainings planned by the district and follow the training calendar

##### **PD Opportunity 1**

Implement all Professional Development trainings that are on the district PD calendar

##### **Facilitator**

District Staff Development Department

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 9/10/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To differentiate instruction utilizing professional development, teacher collaboration, and student engagement, which will result in increased student achievement.	18,681
<b>Grand Total</b>	<b>18,681</b>

### Goal 1: To differentiate instruction utilizing professional development, teacher collaboration, and student engagement, which will result in increased student achievement.

Description	Source	Total
<b>B2.S1.A1</b> - 3100	Title I Part D (N&D)	5,000
<b>B3.S1.A1</b>	Title I Part A	13,681
<b>Total Goal 1</b>		<b>18,681</b>