

Alachua County Public Schools

Chester Shell Elementary School



2019-20 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: Holly Burton

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (44%) 2017-18: C (41%) 2016-17: B (57%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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

School Demographics

School Type and Grades Served (per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

100%

Primary Service Type (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate (Reported as Non-white on Survey 2)

47%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	C	B	D

School Board Approval

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SIP Authority

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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. 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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Burton, Holly	Principal	
Carter, Isabel	Assistant Principal	
Harrington, Seth	Dean	
Mitchell, Stacey	Guidance Counselor	
Robinson, Kathleen	Instructional Coach	

Early Warning Systems

Current Year

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	56	60	56	66	56	48	0	0	0	0	0	0	0	342
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	2	0	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	1	5	10	7	3	1	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	3	14	28	0	0	0	0	0	0	0	45

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	5	5	6	7	9	0	0	0	0	0	0	0	33

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	6	4	1	2	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

18

Date this data was collected or last updated

Monday 9/23/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	59%	57%	52%	59%	55%
ELA Learning Gains	51%	57%	58%	50%	61%	57%
ELA Lowest 25th Percentile	69%	49%	53%	46%	48%	52%
Math Achievement	40%	60%	63%	69%	63%	61%
Math Learning Gains	32%	61%	62%	70%	65%	61%
Math Lowest 25th Percentile	38%	49%	51%	58%	50%	51%
Science Achievement	33%	57%	53%	56%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	56 (0)	60 (0)	56 (0)	66 (0)	56 (0)	48 (0)	342 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	1 (0)	2 (0)	0 (0)	0 (0)	1 (0)	4 (0)
Course failure in ELA or Math	1 ()	5 (0)	10 (0)	7 (0)	3 (0)	1 (0)	27 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	14 (0)	28 (0)	45 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	57%	1%	58%	0%
	2018	65%	56%	9%	57%	8%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	38%	55%	-17%	58%	-20%
	2018	31%	54%	-23%	56%	-25%
Same Grade Comparison		7%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-27%				
05	2019	34%	55%	-21%	56%	-22%
	2018	46%	55%	-9%	55%	-9%
Same Grade Comparison		-12%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	58%	-2%	62%	-6%
	2018	65%	60%	5%	62%	3%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	21%	60%	-39%	64%	-43%
	2018	49%	60%	-11%	62%	-13%
Same Grade Comparison		-28%				
Cohort Comparison		-44%				
05	2019	41%	57%	-16%	60%	-19%
	2018	60%	61%	-1%	61%	-1%
Same Grade Comparison		-19%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	55%	-21%	53%	-19%
	2018	52%	55%	-3%	55%	-3%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	38	29	19	52	47	18				
BLK	38	43	31	51	62	50	29				
MUL	60			80							
WHT	58	57	64	76	74	64	71				
FRL	45	48	43	66	69	56	52				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The overall learning gains in Math for grades 3 -5 were 19% lower than 18-19 (32%). Twenty one percent of our fourth graders scored proficient in math; A 44% decrease in proficiency for this same group of students in third grade. Historically, fourth graders at Shell have trouble maintaining proficiency in Math. For the past two years, we have departmentalized fourth grade and have had new teacher teams each year. This could be a contributing factor to low proficiency rates in Math as new teachers need time to become experts in the curriculum and students may not be ready to learn in a departmentalized setting.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Thirty three percent of fifth grade students met proficiency in Science this year (20% lower than the year before). The 20% decrease could be attributed to the new adoption in Science instructional materials and an increase in rigor. Teachers need to time to become familiar with the new materials and its alignment to the standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math learning gains 32%, state average 62% - 30% gap
For the past two years, we have departmentalized fourth grade and have had new teacher teams each year. This could be a contributing factor to low proficiency rates in Math as new teachers need time to become experts in the curriculum and students may not be ready to learn in a departmentalized setting.

Which data component showed the most improvement? What new actions did your school take in this area?

Our strongest category this year was among our students in ELA lowest quartile. We increased learning gains from 26% to 69% of our LQ students showing growth. Although standards-based planning has been a focal point of our collaborative planning meetings these past four years, this year fifth grade ELA teachers worked together to develop common assessments and review results on a weekly basis. This practice allowed teachers to discuss and analyze test specifications and limits as well as identify specific gaps in learning for students. As a result, teachers were able to implement more focused interventions for students who were not showing mastery on specific standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Math learning gains among SWD decreased by 12% (25%)

Math learning gains as well as lowest quartile learning gains among African American students are particularly low (6% learning gains, 8% LQ learning gains).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase achievement percentage and overall learning gains in Math.
2. Close gap in Math learning gains among African American students.
3. Close gap in Math learning gains among SWD.
4. Increase overall school attendance.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase gains of the lowest quartile in math.
Rationale	The overall learning gains in Math for grades 3 -5 were 19% lower than the 18-19 school year (32%). Nine percent of our fourth graders made gains while only 10% of our lowest quartile made gains in 4th grade. In 5th grade, only 41% of our lowest quartile made gains in math.
State the measureable outcome the school plans to achieve	Increase in lowest quartile math learning gains by one percentage point over the highest of the last three years (59% making gains).
Person responsible for monitoring outcome	Holly Burton (burtonha@gm.sbac.edu)
Evidence-based Strategy	Implementation of the AVID program and its principles in grades 3-5 will be monitored by the principal and assistant principal. Implementation support via providing resources, coaching, and lesson planning guidance will be provided by the school FCIM instructional coach.
Rationale for Evidence-based Strategy	Implementing the AVID program in grades 3 - 5 will support teachers in embedding high-yield instructional strategies in math lessons and provide students with learning environments that promote critical thinking skills in alignment with the rigor of the Florida Math standards. The AVID framework provides a much needed structure to address key components of academic success such as organization, reading and writing to learn, inquiry, student discourse and collaboration. Teachers receive ongoing training and support in year one of implementation.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers attend AVID Summer Institute to receive training in principles, structures, and best instructional practices. 2. Develop monthly targets for implementation of AVID instructional strategies. 3. Implement binder and agenda system to support organization and family involvement. 4. Monitor fidelity of program implementation and lowest quartile progress via teacher data chats. 5.
Person Responsible	Isabel Carter (carterig@gm.sbac.edu)

#2

Title Close achievement gap in ELA and Math among African American students. Proficiency among African American students at Shell was 28% for ELA (a 19% achievement gap) and 17% for Math (a 32% achievement gap). This data indicates a need to shift perspectives around teaching and learning systemically across grade levels to better meet the needs of our African American students.

Rationale

State the measureable outcome the school plans to achieve Increase achievement of African American students from 28% to 41% in ELA and 17% to 41% in Math.

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

Evidence-based Strategy Implementation of the AVID program and its principles in grades 3-5 will be monitored by the principal and assistant principal. Implementation support via providing resources, coaching, and lesson planning guidance will be provided by the school FCIM instructional coach.

Rationale for Evidence-based Strategy Implementing the AVID program in grades 3 - 5 will support teachers in embedding high-yield instructional strategies in Math and ELA lessons and provide students with learning environments that promote critical thinking skills in alignment with the rigor of the Florida standards. The AVID framework provides a much needed structure to address key components of academic success such as organization, reading and writing to learn, inquiry, student discourse and collaboration. Teachers receive ongoing training and support focused around mastering the use of these strategies within instructional lessons resulting in highly engaging and rigorous learning environments that provide the needed scaffolds for every learner.

Action Step

Description

1. Teachers attend AVID Summer Institute to receive training in principles, structures, and best instructional practices.
2. Develop monthly targets for implementation of AVID instructional strategies.
3. Implement binder and agenda system to support organization and family involvement.
4. Monitor fidelity of program implementation and AA student progress via teacher data chats.

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

#3

Title Increase achievement in ELA and Math among students with disabilities.

Rationale Although lowest quartile learning gains among SWD in ELA (62%) and Math (42%) exceed the federal index for proficiency, achievement among SWD at Shell is lower than overall achievement with ELA proficiency at 24% and Math at 21%. This data indicates a need to address literacy in both ELA and Math to support student understanding of foundational skills and how they translate to analysis and word problems.

State the measureable outcome the school plans to achieve Increase achievement of SWD from 24% to 41% in ELA and 21% to 41% in Math.

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

Evidence-based Strategy Our school was chosen to partner with University of Florida's James Patterson Literacy Initiative to provide job-embedded professional development to our teachers and staff on literacy instruction including diagnosis of reading deficiencies and research-based interventions for struggling readers. Implementation of program initiatives will be monitored by UF partnership coordinator and our FCIM instructional coach.

Rationale for Evidence-based Strategy Early diagnosis and intervention is essential to academic success for students with disabilities. Through our partnership with JPLC, K-5 and ESE teachers will receive:

- support for ongoing professional learning activities, including the Summer Reading Academy for teachers
- ongoing, school-based direct support from a partnership coordinator
- coaching for teachers along with local, direct intervention for struggling readers
- professional development focused on literacy across content areas including Math and Science.

Action Step

Description

1. Teachers attend 2019 Summer Reading Academy.
2. Administer CORE Phonics Survey to grades K - 2 and targeted students in grades 3 -5.
3. Provide training on small group interventions during collaborative planning meetings.
4. Monitor student progress data via monthly teacher data chats.
5. Provide coaching support in implementation of interventions and use of UFLI tutors.

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

#4

Title	Increase gains of the lowest quartile in ELA.
Rationale	Although our overall ELA lowest quartile learning gains exceeded the district and state average at 69%, only 33% of our lowest quartile fourth graders made ELA gains this year. This indicates a need to continue to work with teachers on identifying students with reading deficiencies and on how to provide the needed interventions.

State the measureable outcome the school plans to achieve

Increase in lowest quartile ELA learning gains by three percentage points (72% making gains).

Person responsible for monitoring outcome

Holly Burton (burtonha@gm.sbac.edu)

Evidence-based Strategy

Our school was chosen to partner with University of Florida's James Patterson Literacy Initiative to provide job-embedded professional development to our teachers and staff on reading instruction including diagnosis of reading deficiencies and research-based interventions for struggling readers. Implementation of program initiatives will be monitored by UF partnership coordinator and our FCIM instructional coach.

Early diagnosis and intervention is essential to reading and writing success. Through our partnership with JPLC, we will receive the following for teachers in grades K - 5:

Rationale for Evidence-based Strategy

- support for ongoing professional learning activities, including the Summer Reading Academy for teachers
- ongoing, school-based direct support from a partnership coordinator
- coaching for teachers along with local, direct intervention for struggling readers
- opportunity for staff to become reading endorsed and/or receive a dyslexia certificate

Action Step**Description**

1. Teachers attend 2019 Summer Reading Academy.
2. Administer CORE Phonics Survey to grades K - 2 and targeted students in grades 3 -5.
3. Provide training on small group interventions during collaborative planning meetings.
4. Monitor student progress data via monthly teacher data chats.
5. Provide coaching support in implementation of interventions and use of UFLI tutors.

Person Responsible

Isabel Carter (carterig@gm.sbac.edu)

#5

Title Reduce out of school suspensions for African American students.
Rationale Our out of school suspensions among African American students increased from three students in 17-18 to nine students in 18-19 school year. We recognize the need to implement more preventative behavior strategies and focus on further developing the social emotional health of our African American student population.

State the measureable outcome the school plans to achieve Reduce out of school suspensions for African American students by 15%.

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

Evidence-based Strategy Although we have successfully Implemented Positive Behavioral Interventions and Supports (PBIS) school-wide for multiple years, we will focus on using tier 2 interventions and strategies to support African American students who are at-risk for suspension. Our behavior resource teacher will monitor implementation of tier two interventions at the classroom and school level.

Rationale for Evidence-based Strategy PBIS is a research-based framework for preventing, reducing, and replacing problem behaviors. The intervention and supports for tier two behaviors we will implement this year include small groups sessions focused on SEL and behavior expectations, adult mentors, and behavior contracts.

Action Step

Description 1. Using last year's behavior data, the leadership team will identify students in need of behavior contracts, small group, and/or a mentor.
 2. Develop Mustang Mentor expectations and assign students to adult mentors.
 3. Counselor and BRT participate in training for Caring School Community curriculum to use during small groups
 4. Monitor students' progress via suspension data, behavior contracts, and teacher /mentor feedback
 5.

Person Responsible Seth Harrington (harrinsj@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See attached PFEP document outlining our school's Parent Involvement Plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Shell Elementary provides multiple avenues for students to receive social emotional services. Students are provided clothing, food (through the Catholic Charities backpack program and food pantry) and health services as school board policy will allow. Families who request support for mental health services are directed toward necessary support. Counseling is available for students through guidance, Meridian Health Services (which is on site at least one day a week) and through the school social worker. We also provide small group sessions for students with a focus on developing interpersonal and relationship building among peers. Mustang Mentors is an in-house mentoring program for students who need additional adult role models and support.

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

All headstart students and local VPK students have the opportunity to spend a day at Shell Elementary to learn about the transition to Kindergarten. They are also invited to attend Kindergarten Round Up in the spring to allow their parents time to meet the teachers and register in advance of the following school year. Shell also holds transition meetings for 5th graders who have IEP plans and students whom the leadership team and grade level team feel need additional guidance and support when moving from Elementary School to Middle School.

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

All students are monitored through a collaborative data spreadsheet on a bi-weekly basis. Teachers input assessment data in the areas of fluency, reading, writing, math and science. After data chats with teachers, the leadership team continues to monitor the progress of each student and supports implementation of the appropriate interventions, as well as the EPT monitoring system. Support for additional interventions is identified by the leadership

team which enables the highest impact in how we use interns, paraprofessional support, the school resource officer, resource teachers, academic coaches and volunteers. The FCIMS Instructional Coach and district instructional coaches are used to support use of best practices by teachers as well as provide training and guidance on the standards-based curriculum. This support provides opportunities for a variety of interventions to meet the needs of individual students. Title 1 funds will be primarily used this year in the area of personnel. Through these funds our school receives two full time Title 1 Teacher Tutors and a FCIMS Instructional Coach. Additional Title 1 funds will be used to support Parent Involvement activities and time for teachers to collaborate in PLC meetings on best practices. Lead Title I teacher with Principal and District Title I oversees funds. An inventory of Title I funds is maintained by Lead Title I teacher, Executive Assistant and District Title I.

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

Shell Elementary is implementing the AVID program for the first time in 2019-2020. This program specifically focuses on college and career readiness by increasing student responsibility and accountability, teaching strategies for collaborating with peers, setting achievable goals and creating steps to reach them, and focusing on reading and writing strategies that build our students up as lifetime learners. Our teachers also wear college or career shirts once a week and have a place in their room that displays their diplomas, certificates, and career achievements.

Part V: Budget

1	III.A.	Areas of Focus: Increase gains of the lowest quartile in math.				\$217,988.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A	3.0	\$138,357.00
			<i>Notes: One primary and one intermediate classroom reduction unit; one FCIM coach</i>			
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A		\$3,295.00
			<i>Notes: Subscription for Reflex Math Program.</i>			
	5900	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		\$7,000.00
			<i>Notes: After School Tutoring in Math</i>			
	5100	210-Retirement	0281 - Chester Shell Elementary Schl	Title, I Part A	4.8	\$14,476.00
			<i>Notes: Retirement benefits for Title I instructional staff</i>			
	5100	220-Social Security	0281 - Chester Shell Elementary Schl	Title, I Part A	4.8	\$13,074.00
			<i>Notes: SSI benefits for Title I instructional staff</i>			
	5100	230-Group Insurance	0281 - Chester Shell Elementary Schl	Title, I Part A	4.8	\$40,914.00
			<i>Notes: Group Insurance benefits for Title I instructional staff</i>			

	5000	290-Other Employee Benefits	0281 - Chester Shell Elementary Schl	Title, I Part A		\$872.00
			<i>Notes: Early Retirement benefits for Title I instructional staff</i>			
2	III.A.	Areas of Focus: Close achievement gap in ELA and Math among African American students.				\$11,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	730-Dues and Fees	0281 - Chester Shell Elementary Schl	Title, I Part A		\$5,965.00
			<i>Notes: AVID Membership Fee</i>			
	5100	520-Textbooks	0281 - Chester Shell Elementary Schl	Title, I Part A		\$995.00
			<i>Notes: AVID Library</i>			
	6400	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		\$5,000.00
			<i>Notes: Professional Development in AVID and methods used in the James Patterson Program through UF.</i>			
3	III.A.	Areas of Focus: Increase achievement in ELA and Math among students with disabilities.				\$32,548.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0281 - Chester Shell Elementary Schl	Title, I Part A	1.8	\$32,548.00
			<i>Notes: Three instructional Paraprofessionals</i>			
4	III.A.	Areas of Focus: Increase gains of the lowest quartile in ELA.				\$43,431.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A		\$2,250.00
			<i>Notes: Subscription to Flocabulary.</i>			
	5100	369-Technology-Related Rentals	0281 - Chester Shell Elementary Schl	Title, I Part A		\$300.00
			<i>Notes: Subscription to A-Z Readers</i>			
	5900	120-Classroom Teachers	0281 - Chester Shell Elementary Schl	Title, I Part A		\$12,360.00
			<i>Notes: Teacher stipends for Extended Day Intervention</i>			
	5100	730-Dues and Fees	0281 - Chester Shell Elementary Schl	Title, I Part A		\$5,965.00
			<i>Notes: Membership to Accelerated Reader</i>			
	5100	610-Library Books	0281 - Chester Shell Elementary Schl	Title, I Part A		\$500.00
			<i>Notes: Books for AR Library</i>			

	5900	210-Retirement	0281 - Chester Shell Elementary Schl	Title, I Part A		\$1,047.00
			<i>Notes: Retirement Benefits for Teacher stipends for Extended Day Intervention</i>			
	5900	220-Social Security	0281 - Chester Shell Elementary Schl	Title, I Part A		\$946.00
			<i>Notes: SSI Benefits for Teacher stipends for Extended Day Intervention</i>			
	5900	290-Other Employee Benefits	0281 - Chester Shell Elementary Schl	Title, I Part A		\$63.00
			<i>Notes: Early Retirement Benefits for Teacher stipends for Extended Day Intervention</i>			
	5100	520-Textbooks	0281 - Chester Shell Elementary Schl	Title, I Part A		\$20,000.00
			<i>Notes: Books for student instruction</i>			
5	III.A.	Areas of Focus: Reduce out of school suspensions for African American students.				\$0.00
					Total:	\$305,927.00