

Chester Shell Elementary School



2014-15 School Improvement Plan

Chester Shell Elementary School

21633 SE 65TH AVE, Hawthorne, FL 32640

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
46%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	C

School Board Approval

This plan is pending approval by the Alachua 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
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Shell Elementary recognizes each child as an individual; that seeks knowledge in a safe learning environment; desires opportunities to be challenged and encouraged to reach high expectations for success. Through an emphasis on rigorous standards based curriculum, student inquiry and community involvement a foundation is laid for students to pursue academic excellence and become life long learners.

Provide the school's vision statement

We are committed to the success of every student.

School Environment

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

The school learns about students' cultures through open communication that begins on day one. The faculty and staff is trained in high poverty awareness and has an understanding of the variety of needs our rural students portray. The school provides numerous parent involvement activities throughout the year - such as Meet the Teacher, Open House, Science Night, Math Night, Reading Night and Moving Up to encourage and foster relationships with families to build relationships and increase continual awareness of families needs. Celebrating student accomplishments with families every nine weeks helps build a positive relationship between the school and the children's families. The PTA engages families with events that brings immediate and extended family to school and builds on the history of the community. Our school is high visible and involved in community events to build relationships with families and to encourage continual awareness regarding the perception of families and their backgrounds.

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

The school sets guidelines and procedures in place that encourage a safe environment for all students. Setting an atmosphere that has zero tolerance for bullying and nurtures assurance that the school will follow up and investigate concerns in a timely fashion. Beginning with a behavior management system that is followed school wide that emphasis a focus on Positive Behavior System (PBS) and encourages appropriate behaviors; to a school resource officer who works directly with the leadership team, faculty, staff and families to help students feel safe before, during and after school.

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

The schoolwide behavioral system in place at Shell is a simple 5 step process that sets clear expectations and consequences for behaviors. Teachers have support of the Leadership Team in implementation of the system as well as providing guidance and implementing RTI process for students who have repetitive issues. Setting schoolwide procedures and expectations in place for before, during and after school times, moving in hallways, entering/exiting cafeteria, while eating in

cafeteria, in resource areas and on the playground helps provide consistency. Faculty along with the Leadership Team developed and have fine tuned a plan that works to minimize distractions and allow all students to have quality instructional time and encourage the PBS. Faculty is trained by Behavioral Resource Teacher and has opportunity to provide feedback to problems throughout the year. Teachers focus on building a positive relationship with families and students to help maintain relationships that support school goals.

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

The school ensures the social-emotional needs of students are being met by being a full service school that provides support to the students and their families. Students are provided clothing, food (through the backpack program) and health services as school board policy will allow. Families that request support for services for are directed toward necessary support. Counseling is available for students through guidance, Meridian Health Service (which has a office on site at least one day a week) and through the school psychologist. Students are mentored by all faculty and staff to encourage positive behaviors and to build confidence in themselves. Data chats provide students an opportunity with a mentor to look at reasons they are being successful or struggling, while creating goals toward high expectations for future assessments. Partnering with the local Public library provides students with a support system outside the school and in the community for now and in years to come.

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

Attendance is monitored on a daily basis at Shell Elementary, with routine phone calls to check on the well being of students. The EPT process and well as the truancy officer with Alachua County Sheriff's office provides support and policies for families, who have serious offenses. An EPT meeting is set for any student struggling in an academic area where we track specific interventions and monitor progress. The student is recommended for testing with the school psychologist to for detailed feedback if interventions fail to make improvements after a minimum number of hours.

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	6	4	5	2	2	4	23
One or more suspensions	0	4	1	1	1	11	18
Course failure in ELA or Math	1	9	2	3	4	4	23
Level 1 on statewide assessment	0	0	0	8	5	16	29

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

Indicator	Grade Level			Total
	1	3	5	
Students exhibiting two or more indicators	1	1	4	6

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

The first line of intervention is counseling of the child and the parent to find a focus to the root of the problem. Then seeking further support from the school Psychologist, Meridian or ASO Truancy Officer. Educational Planning Meetings are set once a student has reach 5 unexcused absences or if there are repetitive behaviors that are not improving with our school wide discipline plan. At the EPT the focus is on providing support for the child with the necessary interventions - for Behavior - creating point sheets, developing more routine structures, setting more restrictions on moving freely within in school without supervision, and so on; for attendance - explaining the consequences to the parent of continual absences and offering support to alleviate the problem. If necessary the Truancy Officer will do a home visit and follow up with suggested procedures to provide support before recommending SARS or turning to State's Attorney Office.

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?

No

PIP Link

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

Description

Building a positive relationship with families is a priority of all faculty and staff. Beginning with an opportunity to meet the teacher during preplanning and to celebrate achievements of their child every nine weeks at nine week award ceremonies. The faculty provides various parent involvement events, which are focused on different content areas at varying times of the year - Reading, Math and Science, as well as opportunity to learn ways to support your child during the summer months. Communication with families is a high priority with weekly phone homes from the Principal, daily agendas schoolwide to keep parents informed of homework and behaviors, weekly newsletters from Homeroom teachers, Friday communication folders that provide notification about child's academic progress and monthly school newsletters. The school works to make a presence at community events and be highly visible to family to help encourage positive interaction with the families. Each child has a data folder which allows the child and their families to have involvement in setting goals and monitoring progress on FAIR, Benchmark test, Fluency probes, Math facts and Discovery Education testing.

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

The school works to build and sustain partnerships with the local community by taking an active role in the local Chamber of Commerce with the City of Hawthorne, which helps secure resources to support the school and student achievement. Through the chamber and active involvement with the community the school has secured numerous business partners that also provide additional resources and support. The PTA is also actively involved in seeking opportunities to be visual and support community related events by providing free activities for children at the Halloween Carnival, Holiday Parade, and local festivals. The school works with the local library to facilitate events and activities for students to attend

that increase exposure to Reading and Science activities. In return the library makes a continual presence as parent involvement events and school activities. Whenever possible teachers take students on field trips to local businesses, so students will have opportunities to experience and appreciate their community.

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
Hartwell, Libby	Principal
Stanford, Ginger	Assistant Principal
Mitchell, Stacey	Dean
Williamson, Elizabeth	Dean
Green, Michelle	Teacher, K-12
Parsons, Sarah	Teacher, K-12
Harrington, Seth	Teacher, K-12

Duties

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

All leadership team members work together to ensure that the school culture and atmosphere promotes active student learning and best practices of instructional techniques. Teachers are provided opportunities throughout the year to participate in the decision making processes that effect their students, curriculum, behavior and their environment. The leadership team provides positive feedback that encourages the growth of teachers and therefore positive growth in students. Best practices are shared at faculty meetings by fellow teachers creating a support network in house to encourage use of these practices. Inquiries into areas teachers would like to change or monitor are done among the faculty and with leadership team support, they are shared at least once a year with fellow teachers. Student data is monitored by the leadership team and discussed in data chats to provide additional support for individual students as necessary. Education Planning Team and Response to Intervention meetings are scheduled on a regular monthly basis, but more frequent EPTs are scheduled as the need arises for individual students, which builds support for families in the process.

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

All students are monitored on our Google Doc assessment system weekly. Teachers input assessment data in the areas of fluency, reading, writing, math and science. The Leadership team monitors the progress of each student and implements the appropriate interventions, as well as the EPT monitoring system, after data chats with teachers to discuss current interventions in place.

Support for additional interventions is identified by the Leadership team which enables the highest impact use of Interns from UF, the school Resource Officer, Resource teachers, staff, academic coaches and volunteers. The curriculum resource teacher maintains an inventory of all academic resources.

District provided Language, Math, Science and Technology Coaches are used to support in the continual use of best practices by teachers as well as provided training and support on the numerous resources to support standards-based curriculum. This support provides opportunities for a variety of interventions to meet the needs of individual students.

Title 1 funds will be primarily used this year in the area of personnel. Through these funds our school receives a full time Title 1 Teacher Tutor and a .5 FCIMS data Coordinator. Additional Title 1 funds will be used to support Parent Involvement activities and time for teachers to collaborate in PLC on best practices, as well as provide supplies and equipment for implementing curriculum in the most engaging methods. Lead Title I teacher/ Curriculum Resource 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Libby Hartwell	Principal
Sue Bruce	Education Support Employee
Cheryl Sisson	Teacher
Rebecca Bates	Parent
Richard Butcher	Parent
Meredith Henry	Business/Community
Donna Boles	Business/Community
Camille Carrol	Business/Community
	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

The SAC committee meet in June and reviewed the data from the FCAT. The committee discussed ways the community to support and provide additional resources.

Development of this school improvement plan

The SAC makes suggestions as to the content of the SIP based on our Climate Survey results. The plan will be presented and approved at the September SAC meeting.

Preparation of the school's annual budget and plan

The SAC committee is involved with the budgeting of the Lottery funds.

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

The monies that are controlled by the SAC have yet to be encumbered. Based on last year's priorities, the SAC funds will be used to purchase planners for students in grades 2-5, and will be used to fund school buses for field trips for all grade levels, thus helping to build background knowledge for all students.

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
Hartwell, Libby	Principal
Stanford, Ginger	Assistant Principal
Williamson, Elizabeth	Dean
Green, Michelle	Teacher, K-12
Mitchell, Stacey	Dean
Sisson, Cheryl	Teacher, K-12
Glanville, Liana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school provides numerous opportunities for increase literacy within the school and community. The media center with teacher support provides a Bookworm program that rewards students quarterly for making reading goals, with increase points for reading non-fiction books. One Book One School is in place twice a year with the entire school reading the same book and each grade level participating in guest speakers, activities and research that compliments the topics in the book. Books are chosen by the faculty who is focused on highest student engagement. Community members and families are encouraged to read along with the schoolwide reading schedule.

Through the process of inquiry students are encouraged to read to seek information to Wonderings they have related to topics in science and social studies. Students are encouraged to use technology, books and other resources to provide answer which are presented to fellow classmates, other classes or families. Creating life long learning through awareness of literacy resources as well as enjoyment of reading fiction text are promoted daily at our school.

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 school's strategies to encourage positive working relationships between teachers begins with a focus on student data. Teachers collaborate with the Leadership team on Inquiry projects (team or

individual) that focus on areas of growth in teaching practice, student learning and relationships. These Inquiry projects encourage collaboration among teachers in grade levels and teams to work toward improved practices and reflection, projects are presented to fellow staff during the year. The faculty regularly participates in book studies to investigate practices that are ever evolving in education. They engage in bi-monthly team collaboration meetings that encourage them to evaluate student data, problem solve strategies and identify resources needed. The leadership team is available during meetings to support as well as acquire resources as requested. Common planning time is a priority in scheduling, allowing for teachers to work together to encourage continual growth. Data chats facilitated by FCIMS/ CRT are held with grade levels, leadership team, and academic coaches to discuss data of students and to look for solutions and intervention needs, as well as celebrate growth. Professional Development in house provides opportunities for teachers to brainstorm, collaborate, reflect and engage in action plans that will lead to use of training to effect student outcomes.

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

The district screens all candidates in the application process to insure that they are highly qualified. The principal is responsible for creating an atmosphere that is conducive to teacher retention.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers are part of the districts First Year Teacher program and take part in co-hort activities for all first year teachers. These teachers also have a Mentor Teacher provided by the district who visits at least once a week.

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

The School District selects core instructional programs and materials per guidelines in Florida Statutes. Instructional calendars are created by the district and provided to teachers to ensure alignment to Florida Standards. Resources are suggested for areas to enhance core instructional materials by the district.

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

Data collected on Google Docs provides a awareness about students who are falling into categories of above, on or below proficiency on Benchmark, chapter, weekly, Discovery Education, FAIR assessments as well as former FCAT scores. Fluency in Math and Reading are also tracked. Students are compared to class averages for EPT/RTI processes. Whenever necessary test scores are analysis to find specific benchmark the class/ student struggled with to appropriately differentiate students for reteach and reassessment. Tiers of support with more individualized and typically more frequent small group instruction is provided for students in the greatest need. Extra support is provided to students in Tier 2 and 3 with UF interns, resource faculty during their unscheduled class times and with Title I services.

Instruction is modified in reading for ESE students by adapting the core curriculum to meet the needs of the students. Using the level reader sets allows for instruction to be modified to student needs by allowing for lower readability and questions for those in need. Students are instructed at their current grade level with increased support for foundational skills that need be scaffold.

Instruction is modified in math for ESE students by adapting the core curriculum if necessary to meet the needs of the students - a beginning of a new chapter students are assessed to find their level of understanding and readiness for the standard. Reteaching background skills is often required to help students be ready for instruction in a modified format. Instruction will include greater number of examples with less individualized practice.

Inquiry projects allow for differentiation of student learning. Teachers work within standards to develop themes of interests which enable students to develop individualized learning projects encouraging them to seek information to a wondering and questions students develop, design presentations, present to peers and be assessed using goals set in rubric with the teacher for each student.

Students who are showing above proficiency differentiate with enrichment and opportunities to extend learning beyond the benchmarks whenever possible. Using a variety of resources- GEMS, AIMS, Literature sets, online Technology programs the curriculum is supplemented to provided additional challenges for students.

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: Extended School Day

Minutes added to school year: 10,860

Students will have additional 60 minutes of reading instruction using My Sidewalks. Test prep and online computer programs - Achieve 3000 (3-5) and Waterford (K-2). Small groups instruction as well as best instructional practices will be used.

Strategy Rationale

Falling in the bottom 300 schools in the state of Florida for our schoolwide reading score has promoted the need and mandate for the additional hour. Increasing student's opportunities for reading support will increase gain in literacy, language, comprehension, decoding, and fluency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hartwell, Libby, hartwelles@gm.sbac.edu

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

To be determined by district and school

Strategy: Before School Program

Minutes added to school year: 5,430

Reflex Math Computer Based Program

Strategy Rationale

Students who master the basic math facts that are developmentally appropriate struggle less when attempting applying them to math concepts and skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williamson, Elizabeth , williaea@gm.sbac.edu

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

Monitoring of online reports through Reflex math that provides feedback on students time on task, fluency of math facts and growth.

Strategy: Weekend Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

VPK/Headstart program is housed at our site. Students and their families are integrated into the activities of the K-5 group as much as possible. Relationships are build with local daycare providers and we offer information regarding student readiness to their employees as well as their families. At the end of the school year, these students spend time in the Kindergarten classrooms to build their confidence for their K year. Kindergarten roundup is held each May. We also hold a Moving-up night and invite incoming K parents to meet with K teachers to learn strategies to use over the summer to help their student be ready for K.

Working with the local middle/high school on a regular basis to build community and to foster a smooth transition for students and families has been essential. With shared a shared administrator is

allowing the sharing of data, resources, parent involvement and student leaders to encourage growth in students and set expectations for success in middle/high school.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will collaboratively establish expectation for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classrooms
- G2.** Teachers will provide language activities to improve vocabulary, increased language understanding to enhance reading decoding.
- G3.** Mathematically proficient students will be able to communicate precisely to others, consider tools for solving a problem in a variety of ways, look for patterns or structure, make sense of quantities and their relationships in problem situations.
- G4.** Teachers will foster an atmosphere of wondering and inquiry through hands-on labs and increase interest in reading science.

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. All teachers will collaboratively establish expectation for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classrooms **1a**

G036406

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	20.0

Resources Available to Support the Goal **2**

- Staff Development District
- Writing Plan
- Pearson Reading Street - Reading/ Language Arts Basal
- Sample Test from FFA
- Separate Writing Block
- Integrated writing into content areas

Targeted Barriers to Achieving the Goal **3**

- Teaches know how to formula writing, need help to teach "how to write" new writing LAFS

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

Monthly Writing Prompts

Person Responsible

Elizabeth Williamson

Schedule

On 6/5/2015

Evidence of Completion

2nd - 5th grade Teachers that have been trained by their peer trainer will then be held accountable for using the best teaching practices to support their students in writing to text and creating meaningful response to constructed responses. Literacy Coach as well as CRT will help monitor this processes and students will write monthly prompts that will be scored against the rubric.

G2. Teachers will provide language activities to improve vocabulary, increased language understanding to enhance reading decoding. 1a

G036407

Targets Supported 1b

Indicator	Annual Target
	35.0

Resources Available to Support the Goal 2

- New Reading Series (Reading Street) with Common Core Alignment
- 90 Minute Reading Block with extra Writing instruction
- Kagan Strategies
- Data notebooks for each student/Goal setting
- Literacy coach/ Kagan coach
- Discovery Education
- Support Staff/ Preinerns
- Oral Reading, Fine Arts, and Plays
- Extended day 60 minutes of extra reading
- Waterford/ Achieve 3000
- Modeling of teachers
- Speech Lang/ Psychologist - feedback on lanugage monitoring

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of language development, how to remediate, model and use small groups to advantage

Plan to Monitor Progress Toward G2. 8

Classroom Walk-throughs
Data Chats
Weekly monitoring of assessment data

Person Responsible

Elizabeth Williamson

Schedule

On 5/29/2015

Evidence of Completion

Students will show progress throughout the year based on bi-weekly assessments, FAIR and FCAT

G3. Mathematically proficient students will be able to communicate precisely to others, consider tools for solving a problem in a variety of ways, look for patterns or structure, make sense of quantities and their relationships in problem situations. 1a

G036408

Targets Supported 1b

Indicator	Annual Target
	40.0

Resources Available to Support the Goal 2

- New Math Texts (My Math) with Common Core Alignment
- Math Block- increased math time by 15 minutes
- Calendar Math in each grade level
- Resource teachers - math tutoring
- Individual Student Data notebooks - goal setting
- GEMS - Algebraic Reasoning
- Homework - increasing accountability and practice outside of classroom
- Reflex Math
- Kagan Math Strategies

Targeted Barriers to Achieving the Goal 3

- Lack of foundational knowledge
- Time on Task/Student engagement
- Lack of rigor in classroom

Plan to Monitor Progress Toward G3. 8

Calendar Math with fidelity

Person Responsible

Schedule

Evidence of Completion

Observation

G4. Teachers will foster an atmosphere of wondering and inquiry through hands-on labs and increase interest in reading science. **1a**

G036410

Targets Supported **1b**

Indicator	Annual Target
	30.0

Resources Available to Support the Goal **2**

- Science Notebooks
- District Science Coach
- Science Lab
- GEMS Inquiry labs
- Curriculum Resource Teachers - Coach
- Kagan Strategies
- Increase Reading/Writing Opportunities in Science
- Science Lab Materials

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge of Grade 3 and 4 Science standards
- Hands on learning opportunities
- Increase Nonfiction Reading Resources available in library

Plan to Monitor Progress Toward G4. **8**

Coverage of all tested science standards

Person Responsible

Cheryl Sisson

Schedule

On 4/24/2015

Evidence of Completion

On Track, Benchmark Science Test FCAT

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. All teachers will collaboratively establish expectation for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classrooms **1**

 G036406

G1.B8 Teaches know how to formula writing, need help to teach "how to write" new writing LAFS **2**

 B087948

G1.B8.S1 How to write to text (using multiple written passages) **4**

 S098652

Strategy Rationale

With Professional Development teachers can learn how to teach students to write to content areas, reading coaches and administrators can support teachers in the process, expectations can be developed within grade levels and data chats using student work samples can be focused on the LAFS that will be expected providing evidence throughout the year of growth toward the goals and expectations.

Action Step 1 **5**

Contact District/DOE DA to identify a trainer

Person Responsible

Libby Hartwell

Schedule

On 8/15/2014

Evidence of Completion

Email communication

Action Step 2 5

Set Date for Training - District ELA

Person Responsible

Libby Hartwell

Schedule

On 8/22/2014

Evidence of Completion

Email or calendar event

Action Step 3 5

School Identify Representative

Person Responsible

Libby Hartwell

Schedule

On 8/29/2014

Evidence of Completion

Email participant list to ELA District Supervisor

Action Step 4 5

Arrange for Stipends or sub pay

Person Responsible

Libby Hartwell

Schedule

On 5/30/2015

Evidence of Completion

Confirmation e-mail from Title 1

Action Step 5 5

Hold Training

Person Responsible

Liana Glanville

Schedule

On 9/30/2014

Evidence of Completion

Training will take place

Action Step 6 5

Trainers return to school to train colleagues

Person Responsible

Libby Hartwell

Schedule

On 10/24/2014

Evidence of Completion

Trainers who were trained by DOE DA trainers will return to school to train their peers so classroom implementation and best teaching practice can begin.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Check to ensure writing workshops has been set up or email request sent

Person Responsible

Ginger Stanford

Schedule

On 8/7/2014

Evidence of Completion

Email evidence that workshops request has been sent in.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Check to make sure Set date of training and assurance sub or stipends for teachers who will attend

Person Responsible

Ginger Stanford

Schedule

On 8/29/2014

Evidence of Completion

Email evidence with Doris Ann, DOE DA, and/ or Pam Diaz Title I to ensure everything is ready to go. Check with Libby to provide support in the process

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Set School based training

Person Responsible

Ginger Stanford

Schedule

On 10/24/2014

Evidence of Completion

Email evidence and/ or calendar item created to set up School based training model to provide in house support for teachers

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Constructed Response for Writing Prompts

Person Responsible

Elizabeth Williamson


Schedule

On 6/5/2015


Evidence of Completion

2nd - 5th grade Teachers that have been trained by their peer trainer will then be held accountable for using the best teaching practices to support their students in writing to text and creating meaningful response to constructed responses. Literacy Coach as well as CRT will help coach teachers in this processes as well as administrators giving support - including planning opportunities and additional resources.


G2. Teachers will provide language activities to improve vocabulary, increased language understanding to enhance reading decoding. 1

 G036407

G2.B5 Teacher knowledge of language development, how to remediate, model and use small groups to advantage 2

 B090430

G2.B5.S1 Using research - Words Fail Me and knowledge from DOE team to support understanding of language in teachers so they can begin to support their students needs. 4

 S101205

Strategy Rationale

Until we identify and address the language needs of our students they will be unable to become proficient readers.

Action Step 1 5

Set up a Professional Development with teachers on language development from birth to school and how we can correct the lack of language development and support with activities.

Person Responsible

Libby Hartwell

Schedule

On 12/12/2014

Evidence of Completion

Workshop will be set up

Action Step 2 5

Book Study of key components of Words Fail Me

Person Responsible

Ginger Stanford

Schedule

On 2/27/2015

Evidence of Completion

Teachers will work and brainstorm ways to use a variety of strategies from the book discussed during faculty meetings.

Action Step 3 5

Teachers will begin to use strategies for language development in their instruction in all subjects.

Person Responsible

Libby Hartwell

Schedule

Weekly, from 1/12/2015 to 5/29/2015

Evidence of Completion

In classroom walk through

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Check to make sure trainings are set up and book study

Person Responsible

Elizabeth Williamson

Schedule

On 3/27/2015

Evidence of Completion

Make sure workshops and trainings are set up

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Supporting teachers to implement strategies and coach them to use new methods to support language in their instruction

Person Responsible

Ginger Stanford

Schedule

On 5/29/2015

Evidence of Completion

Data chats, class walk through, planning sessions

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Screen all students in K-3rd for language using SRA Early Interventions in Language Screener to identify students who will attention support

Person Responsible

Ginger Stanford

Schedule

On 10/23/2014

Evidence of Completion

Data

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Using Power Hour to set up small groups of students who need intervention with language skills to improve their readiness for reading acquisition and mastery.

Person Responsible

Elizabeth Williamson

Schedule

On 11/14/2014

Evidence of Completion

Small groups identified and support groups implemented

G3. Mathematically proficient students will be able to communicate precisely to others, consider tools for solving a problem in a variety of ways, look for patterns or structure, make sense of quantities and their relationships in problem situations. 1

G036408

G3.B2 Lack of foundational knowledge 2

B087187

G3.B2.S1 Calendar Math 4

S097905

Strategy Rationale

Action Step 1 5

Calendar Math - basic skill

Person Responsible

Schedule

Evidence of Completion

Observable

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

Observe that program is being done with fidelity

Person Responsible

Schedule

Evidence of Completion

Observation

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

Calendar Math

Person Responsible

Schedule

Evidence of Completion

Observation

G3.B2.S2 Resource teachers - intensive math tutoring/Rtl 4

 S097906

Strategy Rationale

Action Step 1 5

Resource teachers working with students who are most in need of intervention

Person Responsible

Schedule

Evidence of Completion

Increase of achievement based on Chapter tests, On Track and FCAT

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Resource teachers will be working with students who lack basic skill

Person Responsible

Schedule

Evidence of Completion

Observation, Walk-throughs, Weekly math scores

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Will monitor to make sure students are making progress


Person Responsible

Schedule

Evidence of Completion

Data Chats Math assessments On Track

G3.B3 Time on Task/Student engagement 2

 B087188

G3.B3.S1 Kagan Strategies 4

 S097907

Strategy Rationale

Action Step 1 5

Kagan strategies to increase student engagement

Person Responsible

Elizabeth Williamson

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Observation

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Kagan Strategies done with fidelity

Person Responsible

Schedule

Evidence of Completion

Observation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Kagan/Student engagement


Person Responsible

Schedule


Evidence of Completion

Classroom observations Lesson plans Assessments


G4. Teachers will foster an atmosphere of wondering and inquiry through hands-on labs and increase interest in reading science. 1

 G036410

G4.B1 Lack of knowledge of Grade 3 and 4 Science standards 2

 B087193

G4.B1.S1 Infuse the Grade 3 and 4 tested science standards into the 5th grade curriculum 4

 S097909

Strategy Rationale

Action Step 1 5

Infuse previous standards into 5th grade curriculum

Person Responsible

Elizabeth Williamson

Schedule

On 4/24/2015

Evidence of Completion

Observation Lesson Plans With support of District Reading Coach - 5th grade teacher will be provided coaching to understand how to infuse the standards with 5th grade as a review whenever possible

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Coverage of previous years' science standards

Person Responsible

Elizabeth Williamson

Schedule

On 4/24/2015

Evidence of Completion

Lesson plans Observation On Track

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Infusing grade 3 and 4 standards into 5th grade curriculum

Person Responsible

Ginger Stanford

Schedule

On 4/24/2015

Evidence of Completion

Support CRT/Coach with Resources and opportunities to plan and coach 5th grade teacher
On Track Lesson Plans FCAT

G4.B3 Hands on learning opportunities **2**

 B087195

G4.B3.S1 Coaching and PD on effective and simple labs that encourage inquiry style thinking into science to allow for hands-on learning **4**

 S100783

Strategy Rationale

By increasing student engagement students will have greater understanding of the concepts they have been exposed to and greater interest in wanting to learn more on their own - given opportunities in Reading and Writing times also.

Action Step 1 **5**

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1 **6**

Person Responsible


Schedule

Evidence of Completion

G4.B5 Increase Nonfiction Reading Resources available in library **2**

 B090039

G4.B5.S1 Work with Librarian to write grants and spend library money to increase nonfiction science books available for check out for students that are appropriate for a variety of age levels and reading abilities. **4**

 S100799

Strategy Rationale

With teachers working to increase students interest in wonderings about science related topics and themes there will a great need for resources for students to use for research and projects. With increased reading and practice at comprehension students will have greater success with assessments that require reading the content areas.

Action Step 1 **5**

Access the needs of the library in the area of science and nonfiction books that match the themes of science inquiry.

Person Responsible

Kristen Paulson

Schedule

On 9/19/2014

Evidence of Completion

List of desired materials and resources listed.

Action Step 2 **5**

Search for Grants that can be written to increase funding options for nonfiction books and resources for the media center.

Person Responsible

Ginger Stanford

Schedule

On 8/29/2014

Evidence of Completion

Share with K. Paulson and L. Williamson the grants and begin writing.

Action Step 3 5

Complete a minimum of 2 grant applications for the necessary materials for Science Inquiry with Nonfiction text

Person Responsible

Ginger Stanford

Schedule

On 9/26/2014

Evidence of Completion

Complete Applications with the help of K. Paulson, L. Williamson and C. Sisson

Action Step 4 5

Order books once grants awarded and with Library Funds

Person Responsible

Kristen Paulson

Schedule

On 1/30/2015

Evidence of Completion

Through the help of Exec. Assistant the Media Specialist will order books and materials with the grant funds and library materials

Action Step 5 5

Notify Teachers of availability of new Resources

Person Responsible

Kristen Paulson

Schedule

On 2/27/2015

Evidence of Completion

K.Paulson will notify teachers of new materials through email and other means

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Support K. Paulson in providing list of needed materials for Media Center

Person Responsible

Ginger Stanford

Schedule

On 8/29/2014

Evidence of Completion

Final List turned to AP

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Grant Search support

Person Responsible

Libby Hartwell

Schedule

On 9/12/2014

Evidence of Completion

Email Ginger grant opportunities that would be appropriate

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Completion of Grants

Person Responsible

Elizabeth Williamson

Schedule

On 10/31/2014

Evidence of Completion

Email and support Ginger Stanford in the completion of the grants for the materials

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Materials ordered in a timely manner and completion of grant requirements

Person Responsible

Ginger Stanford

Schedule

On 3/31/2015

Evidence of Completion

Follow-up with Media Specialist and Exec. Assistant to make sure orders and grants reports are completed in a timely manner.

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Notification of materials available

Person Responsible

Ginger Stanford

Schedule

On 2/27/2015

Evidence of Completion

Meet with and email Media Specialist and CRT and ensure they have available time in the schedule to notify and inform teachers of available resources

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Increase Checkout of Media materials (nonfiction text)

Person Responsible

Kristen Paulson

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Circulation reports will show increase use of nonfiction text and checkout

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Increase in students abilities to read, comprehend and explain information from nonfiction text

Person Responsible

Elizabeth Williamson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will use informal assessments, as well as constructed responses and projects to assess students abilities to explain information collected from reading nonfiction text.

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
G3.B2.S1.A1	Calendar Math - basic skill		Observable	one-time	
G3.B2.S2.A1	Resource teachers working with students who are most in need of intervention		Increase of achievement based on Chapter tests, On Track and FCAT	one-time	
G3.B3.S1.A1	Kagan strategies to increase student engagement	Williamson, Elizabeth	10/1/2014	Observation	4/30/2015 monthly
G4.B1.S1.A1	Infuse previous standards into 5th grade curriculum	Williamson, Elizabeth	8/18/2014	Observation Lesson Plans With support of District Reading Coach - 5th grade teacher will be provided coaching to understand how to infuse the standards with 5th grade as a review whenever possible	4/24/2015 one-time
G1.B8.S1.A1	Contact District/DOE DA to identify a trainer	Hartwell, Libby	7/31/2014	Email communication	8/15/2014 one-time
G4.B3.S1.A1	[no content entered]	Williamson, Elizabeth		one-time	
G4.B5.S1.A1	Access the needs of the library in the area of science and nonfiction books that match the themes of science inquiry.	Paulson, Kristen	8/18/2014	List of desired materials and resources listed.	9/19/2014 one-time
G2.B5.S1.A1	Set up a Professional Development with teachers on language development from birth to school and how we can correct the lack of language development and support with activities.	Hartwell, Libby	10/29/2014	Workshop will be set up	12/12/2014 one-time
G1.B8.S1.A2	Set Date for Training - District ELA	Hartwell, Libby	8/4/2014	Email or calendar event	8/22/2014 one-time
G4.B5.S1.A2	Search for Grants that can be written to increase funding options for nonfiction books and resources for the media center.	Stanford, Ginger	7/14/2014	Share with K. Paulson and L. Williamson the grants and begin writing.	8/29/2014 one-time

Alachua - 0281 - Chester Shell Elementary Schl - 2014-15 SIP
Chester Shell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.A2	Book Study of key components of Words Fail Me	Stanford, Ginger	12/8/2014	Teachers will work and brainstorm ways to use a variety of strategies from the book discussed during faculty meetings.	2/27/2015 one-time
G1.B8.S1.A3	School Identify Representative	Hartwell, Libby	8/22/2014	Email participant list to ELA District Supervisor	8/29/2014 one-time
G4.B5.S1.A3	Complete a minimum of 2 grant applications for the necessary materials for Science Inquiry with Nonfiction text	Stanford, Ginger	8/10/2014	Complete Applications with the help of K. Paulson, L. Williamson and C. Sisson	9/26/2014 one-time
G2.B5.S1.A3	Teachers will begin to use strategies for language development in their instruction in all subjects.	Hartwell, Libby	1/12/2015	In classroom walk through	5/29/2015 weekly
G1.B8.S1.A4	Arrange for Stipends or sub pay	Hartwell, Libby	9/15/2014	Confirmation e-mail from Title 1	5/30/2015 one-time
G4.B5.S1.A4	Order books once grants awarded and with Library Funds	Paulson, Kristen	9/26/2014	Through the help of Exec. Assistant the Media Specialist will order books and materials with the grant funds and library materials	1/30/2015 one-time
G1.B8.S1.A5	Hold Training	Glanville, Liana	9/3/2014	Training will take place	9/30/2014 one-time
G4.B5.S1.A5	Notify Teachers of availability of new Resources	Paulson, Kristen	10/20/2014	K.Paulson will notify teachers of new materials through email and other means	2/27/2015 one-time
G1.B8.S1.A6	Trainers return to school to train colleagues	Hartwell, Libby	9/15/2014	Trainers who were trained by DOE DA trainers will return to school to train their peers so classroom implementation and best teaching practice can begin.	10/24/2014 one-time
G1.MA1	Monthly Writing Prompts	Williamson, Elizabeth	8/29/2014	2nd - 5th grade Teachers that have been trained by their peer trainer will then be held accountable for using the best teaching practices to support their students in writing to text and creating meaningful response to constructed responses. Literacy Coach as well as CRT will help monitor this processes and students will write monthly prompts that will be scored against the rubric.	6/5/2015 one-time
G1.B8.S1.MA1	Constructed Response for Writing Prompts	Williamson, Elizabeth	9/3/2014	2nd - 5th grade Teachers that have been trained by their peer trainer will then be held accountable for using the best teaching practices to support their students in writing to text and creating meaningful response to constructed responses. Literacy Coach as well as CRT will help coach teachers in this processes as well as administrators giving support - including planning opportunities and additional resources.	6/5/2015 one-time
G1.B8.S1.MA1	Check to ensure writing workshops has been set up or email request sent	Stanford, Ginger	7/28/2014	Email evidence that workshops request has been sent in.	8/7/2014 one-time
G1.B8.S1.MA2	Check to make sure Set date of training and assurance sub or stipends for teachers who will attend	Stanford, Ginger	8/4/2014	Email evidence with Doris Ann, DOE DA, and/ or Pam Diaz Title I to ensure everything is ready to go. Check with Libby to provide support in the process	8/29/2014 one-time
G1.B8.S1.MA3	Set School based training	Stanford, Ginger	8/29/2014	Email evidence and/ or calendar item created to set up School based training model to provide in house support for teachers	10/24/2014 one-time
G2.MA1	Classroom Walk-throughs Data Chats Weekly monitoring of assessment data	Williamson, Elizabeth	10/1/2014	Students will show progress throughout the year based on bi-weekly assessments, FAIR and FCAT	5/29/2015 one-time
G2.B5.S1.MA1	Supporting teachers to implement strategies and coach them to use new	Stanford, Ginger	1/5/2015	Data chats, class walk through, planning sessions	5/29/2015 one-time

Alachua - 0281 - Chester Shell Elementary Schl - 2014-15 SIP
Chester Shell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	methods to support language in their instruction				
G2.B5.S1.MA3	Screen all students in K-3rd for language using SRA Early Interventions in Language Screener to identify students who will attention support	Stanford, Ginger	10/1/2014	Data	10/23/2014 one-time
G2.B5.S1.MA4	Using Power Hour to set up small groups of students who need intervention with language skills to improve their readiness for reading acquisition and mastery.	Williamson, Elizabeth	11/3/2014	Small groups identified and support groups implemented	11/14/2014 one-time
G2.B5.S1.MA1	Check to make sure trainings are set up and book study	Williamson, Elizabeth	10/31/2014	Make sure workshops and trainings are set up	3/27/2015 one-time
G3.MA1	Calendar Math with fidelity		Observation	once	
G3.B2.S1.MA1	Calendar Math		Observation	once	
G3.B2.S1.MA1	Observe that program is being done with fidelity		Observation	once	
G3.B3.S1.MA1	Kagan/Student engagement		Classroom observations Lesson plans Assessments	once	
G3.B3.S1.MA1	Kagan Strategies done with fidelity		Observation	once	
G3.B2.S2.MA1	Will monitor to make sure students are making progress		Data Chats Math assessments On Track	one-time	
G3.B2.S2.MA1	Resource teachers will be working with students who lack basic skill		Observation, Walk-throughs, Weekly math scores	one-time	
G4.MA1	Coverage of all tested science standards	Sisson, Cheryl	8/18/2014	On Track, Benchmark Science Test FCAT	4/24/2015 one-time
G4.B1.S1.MA1	Infusing grade 3 and 4 standards into 5th grade curriculum	Stanford, Ginger	8/18/2014	Support CRT/Coach with Resources and opportunities to plan and coach 5th grade teacher On Track Lesson Plans FCAT	4/24/2015 one-time
G4.B1.S1.MA1	Coverage of previous years' science standards	Williamson, Elizabeth	8/18/2014	Lesson plans Observation On Track	4/24/2015 one-time
G4.B3.S1.MA1	[no content entered]			one-time	
G4.B5.S1.MA1	Increase Checkout of Media materials (nonfiction text)	Paulson, Kristen	9/29/2014	Circulation reports will show increase use of nonfiction text and checkout	6/5/2015 monthly
G4.B5.S1.MA7	Increase in students abilities to read, comprehend and explain information from nonfiction text	Williamson, Elizabeth	8/18/2014	Teachers will use informal assessments, as well as constructed responses and projects to assess students abilities to explain information collected from reading nonfiction text.	6/5/2015 monthly
G4.B5.S1.MA1	Support K. Paulson in providing list of needed materials for Media Center	Stanford, Ginger	8/6/2014	Final List turned to AP	8/29/2014 one-time
G4.B5.S1.MA2	Grant Search support	Hartwell, Libby	7/14/2014	Email Ginger grant opportunities that would be appropriate	9/12/2014 one-time
G4.B5.S1.MA3	Completion of Grants	Williamson, Elizabeth	9/15/2014	Email and support Ginger Stanford in the completion of the grants for the materials	10/31/2014 one-time
G4.B5.S1.MA4	Materials ordered in a timely manner and completion of grant requirements	Stanford, Ginger	10/20/2014	Follow-up with Media Specialist and Exec. Assistant to make sure orders and grants reports are completed in a timely manner.	3/31/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B5.S1.MA5	Notification of materials available	Stanford, Ginger	10/13/2014	Meet with and email Media Specialist and CRT and ensure they have available time in the schedule to notify and inform teachers of available resources	2/27/2015 one-time

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. All teachers will collaboratively establish expectation for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classrooms

G1.B8 Teaches know how to formula writing, need help to teach "how to write" new writing LAFS

G1.B8.S1 How to write to text (using multiple written passages)

PD Opportunity 1

Contact District/DOE DA to identify a trainer

Facilitator

TBD

Participants

Either a Teacher trainer per school or all teachers from our school .

Schedule

On 8/15/2014

PD Opportunity 2

Set Date for Training - District ELA

Facilitator

DOE DA

Participants

Trainer per school or all teachers

Schedule

On 8/22/2014

PD Opportunity 3

Hold Training

Facilitator

DOE DA Wafa will take lead

Participants

Representatives from Target schools will attend day long training or afternoon.

Schedule

On 9/30/2014

PD Opportunity 4

Trainers return to school to train colleagues

Facilitator

Peer Trainer - School rep

Participants

2nd -5th grade teachers

Schedule

On 10/24/2014

G2. Teachers will provide language activities to improve vocabulary, increased language understanding to enhance reading decoding.

G2.B5 Teacher knowledge of language development, how to remediate, model and use small groups to advantage

G2.B5.S1 Using research - Words Fail Me and knowledge from DOE team to support understanding of language in teachers so they can begin to support their students needs.

PD Opportunity 1

Set up a Professional Development with teachers on language development from birth to school and how we can correct the lack of language development and support with activities.

Facilitator

DOE

Participants

All teachers and the leadership team

Schedule

On 12/12/2014

PD Opportunity 2

Book Study of key components of Words Fail Me

Facilitator

Ginger Stanford/ Liz Williamson

Participants

All teachers and leadership team

Schedule

On 2/27/2015

G3. Mathematically proficient students will be able to communicate precisely to others, consider tools for solving a problem in a variety of ways, look for patterns or structure, make sense of quantities and their relationships in problem situations.

G3.B3 Time on Task/Student engagement

G3.B3.S1 Kagan Strategies

PD Opportunity 1

Kagan strategies to increase student engagement

Facilitator

Kagan Coach - Hoffstetter

Participants

Classroom teacher

Schedule

Monthly, from 10/1/2014 to 4/30/2015

G4. Teachers will foster an atmosphere of wondering and inquiry through hands-on labs and increase interest in reading science.

G4.B5 Increase Nonfiction Reading Resources available in library

G4.B5.S1 Work with Librarian to write grants and spend library money to increase nonfiction science books available for check out for students that are appropriate for a variety of age levels and reading abilities.

PD Opportunity 1

Notify Teachers of availability of new Resources

Facilitator

Liz Williamson

Participants

All Teachers

Schedule

On 2/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: All teachers will collaboratively establish expectation for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classrooms	2,000
Goal 4: Teachers will foster an atmosphere of wondering and inquiry through hands-on labs and increase interest in reading science.	2,000
Grand Total	4,000

Goal 1: All teachers will collaboratively establish expectation for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classrooms		
Description	Source	Total
B8.S1.A4 - Sub pay for participants of DOE training.	Title I Part A	2,000
Total Goal 1		2,000

Goal 4: Teachers will foster an atmosphere of wondering and inquiry through hands-on labs and increase interest in reading science.		
Description	Source	Total
B5.S1.A4 - Catalyst for Change Grant	Other	2,000
Total Goal 4		2,000