

Alachua County Public Schools

Chester Shell Elementary School



2015-16 School Improvement Plan

Chester Shell Elementary School

21633 SE 65TH AVE, Hawthorne, FL 32640

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	F	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

District: We are committed to the success of every student.

School: 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

District: We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community

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

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 at the start of school. The faculty and staff are trained in high poverty awareness and have 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, and Moving Up to encourage and foster relationships with families and increase continual awareness of families needs. Due to the closing of Waldo and the influx of staff as well as students, families not only met their child's teacher but also special areas teachers during Meet the Teacher by completing a scavenger hunt. Every nine weeks we celebrating student accomplishments with families through an awards program that focuses not only on proficiency but also students growth. The PTA engages families with events that bring immediate and extended family to school and builds on the history of the community through our Spring Fling. Our school is highly 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. During pre-planning teachers are trained on critical incident procedures for fires, lock downs, bomb threats and severe weather. Our SRO also provides information on his role and surveys the campus for area of need. The faculty and staff help to set an atmosphere that has zero tolerance for bullying and nurtures assurance that the school will follow up and investigate concerns in a timely fashion. Before, during and after school teachers implement a behavior management system that is followed school wide emphasizing positive behavior and model the principles outlined in The Seven Habits of Highly Effective People.

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 school wide behavioral system focuses on instruction in and reinforcement of The Seven Habits of Highly Effective People. Students are recognized and rewarded for being proactive and putting "first things first." In addition we focus heavily on positive reinforcement through our PBS plan. This includes the use of "caught" slips for a prize from the principal and mustangs money that can be used to purchase items at our Mustangs Market. 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. School wide procedures and expectations are 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 have fine tuned a plan that works to minimize distractions and allow all students to have quality instructional time and encourage PBS. Faculty is trained during pre-planning on how to implement the behavior strategies school wide. 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

The School Based Leadership Team monitors attendance, tardies, academics and behavioral data on a weekly basis. Students of concern are placed on a watch list and concerns are followed up by the teacher. Parent contact is made by the teacher. For continued concerns an EPT meeting is scheduled. The EPT process and the truancy officer with Alachua County Sheriff's office provides support and policies for families, who have serious offenses for attendance. An EPT meeting is also set for any student struggling in an academic area where we track specific interventions and monitor progress. EPT meetings area continued on a monthly interval until sustained improvement is in the area of concern. The student may also be recommended for testing with the school psychologist to provide 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	3	19	12	11	11	2	58
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	6	2	8
Level 1 on statewide assessment	0	0	0	0	4	0	4

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	5	2	7

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 for 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 meeting the focus is on providing support for the child with the necessary interventions. Behavior support may include creating point sheets, developing more routine structures and setting more restrictions on moving freely within in school without supervision. Attendance support may include 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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/175665>.

Description

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

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

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:

Name	Title
Burton, Holly	Principal
Williamson, Elizabeth	Assistant Principal
Harris, Annie	Dean

Duties

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

Principal Holly Burton: Lead school instructional decision making and vision as well as solicit input from stake holders.
 Assistant Principal Liz Williamson: Provide input as a member of leadership team, assist in coaching classroom teachers and monitor school wide data.
 FCIMS Facilitator Annie Harris: Provide input as a member of leadership team, provide support and coaching to teachers and regularly discuss data with teachers.
 Guidance Counselor Meredith Richards: Lead the EPT and RTI process, track intervention hours, provide resources and referrals to parents and teachers as needed.
 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 to encourage use of these practices. Student data is monitored by the leadership team on a weekly basis and discussed in data chats bi-weekly with teachers 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. After data chats with teachers, the Leadership team monitors the progress of each student and implements 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 use of Interns from UF, the school Resource Officer, Resource teachers, staff, academic coaches and volunteers.

District provided language arts, math, 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 two full time Title 1 Teacher Tutor and a FCIMS faciliator. Additional Title 1 funds will be used to support Parent Involvement activities and time for teachers to collaborate in PLC 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Holly Burton	Principal
Sue Bruce	Education Support Employee
Meredith Henry	Business/Community
Mealnie Aultman	Business/Community
Brenda Keith	Education Support Employee
Sylvia Robinson	Education Support Employee
Sarah Parsons	Teacher
Lelia Powell	Teacher
Lillian Hutchinson	Parent
Shelley Baxley	Parent

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 SIP goals were presented and approved by the SAC committee in the fall of 2014. The SIP goal update status information was shared with SAC in May of 2015. In October of 2015, the SIP goals for 2015-16 will be presented.

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 at the September SAC meeting.

Preparation of the school's annual budget and plan

The principal will request approval from the SAC when spending any lottery monies this year or when requesting that funds be moved into principal discretionary funds. No plans for requesting of additional principle discretionary funds are planned at this time.

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 fund school buses for field trips for all grade levels as a way to enrich each student as well as assist in the One Book One School Project.

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:

Name	Title
Burton, Holly	Principal
Williamson, Elizabeth	Assistant Principal
Harris, Annie	Dean
Green, Michelle	Teacher, K-12
Whitten, Lynn	Teacher, K-12
Powell, Lelia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school provides numerous opportunities to increase literacy within the school and community. The media center provides a Bookworm program that rewards students quarterly for making reading goals, with an increase points for reading non-fiction books. Twice a year the entire school participates in One Book One School where all students read the same book and each grade level hosts guest speakers, develops activities and completes research that compliments the topics in the book. Books are chosen by the faculty that focus on increasing student engagement as well student achievement. Community members and families are encouraged to read along with the school wide reading schedule.

Shell Elementary has extended school day where students are grouped based on need and supported through additional reading curriculum. The LLC groups students according to ability level and focuses on matching students with the best group to increase achievement.

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 PLC on book study on The Seven Habits of Highly Effective People. With this book the school will create a culture of shared experiences and growth. As a part of our PBS program students use "caught" slips. We will also use teacher "caught" slips, where we will focus on positive behaviors exhibited by teachers as well.

Common planning time is a priority in scheduling, allowing for teachers to work together to encourage

continual growth. This year teachers have a minimum of 45 minutes a day to plan collaboratively with their team. Once a week grade level teams also meet with the Assistant Principal or FCIMS Facilitator to discuss data and plan instruction based on the standards. This also provides time for a non evaluative coaching and modeling. Our district assigned literacy and math/science coach also assist with this.

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 ensure that they are highly qualified. One strategy to develop teachers is provide ongoing professional development practices through the administrative team but also by using teacher leaders. Teacher leaders presented information provided from this summer's training opportunities to their team and are considered experts in their field on campus. This helps to provide a support system to teachers. When assigning teachers to their grade levels and teams careful consideration was made for personalities as well as personal strengths and weaknesses in order to build teams that would help develop a positive work environment. The principal also meets regularly with teachers to discuss areas of strengths and potential areas for growth and support.

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

Beginning teachers in Alachua County are assigned a district mentor coach. This coach meets with assigned teachers once a week to brainstorm strategies, coach and observe. In addition, team leaders are chosen by their team and help assist and coach new teachers. Beginning teachers are observed by the principal on a more frequent basis. Teachers are coached in areas where growth is needed and training opportunities are provided.

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. This year there will also be professional development required for standards based planning to focus on Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data collected on Google Docs provides an awareness about students who are falling into categories of above, on or below proficiency on Benchmark, chapter, weekly, assessments as well as former statewide assessment scores. Fluency in Math and Reading are also tracked. Students are compared to class averages for EPT/RTI processes. Whenever necessary test scores are analyzed to find specific benchmarks 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. The level reader sets allows 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 to 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.

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

Extended day enrichment hour for all students in grades K-5. District testing data will be used to identify students in need of specialized reading intervention, as well as students in need of enrichment. Shell teachers will teach the extra hour using a variety of district approved resources to meet specific student needs.

Strategy Rationale

Additional time in differentiating reading instruction will positively enhance reading achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burton, Holly, burtonha@gm.sbac.edu

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

Students data reports will be generated through Fast ForWord, Achieve 3000 and Waterford and analyzed to determine the impact of intervention. In addition, in class and district assessments will be monitored for positive growth.

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 built 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.

For outgoing students we work with the local middle/high school on a regular basis to build a community and to foster a smooth transition for students and families.

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Seventy percent of students will be proficient on FCAT science.
- G2.** Seventy percent of students will be proficient on the ELA portion of FSA.
- G3.** Seventy percent of students will be proficient on the math portion of FSA.

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. Seventy percent of students will be proficient on FCAT science. 1a

G073525

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Focus lessons on district science site
- Common Planning for standards
- AIMS
- Robotics

Targeted Barriers to Achieving the Goal 3

- Lack of Florida Standards based curriculum

Plan to Monitor Progress Toward G1. 8

Science mini assessments based on standards provided by district

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Increase in proficiency of students on science mini assessments.

G2. Seventy percent of students will be proficient on the ELA portion of FSA. 1a

G073526

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Standards Based Planning
- Writing Plan
- Pearson Reading Street - Reading/ Language Arts Basal
- Sample Test from FSA
- 120 minute ELA block
- Integrated writing into content areas

Targeted Barriers to Achieving the Goal 3

- Students struggling with thinking processes

Plan to Monitor Progress Toward G2. 8

Nine weeks assessments as well as weekly reading test.

Person Responsible

Elizabeth Williamson

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student scores on weekly reading and nine weeks assessments.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. Seventy percent of students will be proficient on the math portion of FSA. 1a

G073527

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Additional curriculum Wylie Math based on standards
- Calendar Math in each grade level
- Homework - increasing accountability and practice outside of classroom
- Reflex Math
- Kagan Math Strategies

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in classroom

Plan to Monitor Progress Toward G3. 8

Concept Math Tests

Person Responsible

Elizabeth Williamson

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Students will show an increase in concept tests.

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. Seventy percent of students will be proficient on FCAT science. **1**

 G073525

G1.B3 Lack of Florida Standards based curriculum **2**

 B192036

G1.B3.S1 Teachers will collaborate in standards based planning. **4**

 S203490

Strategy Rationale

If teacher plans according to standards as oppose to district provided curriculum they can ensure they have taught all standards and to the appropriate level of complexity.

Action Step 1 **5**

Teachers will meet to plan based on standards

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Evidence of standards based plans will be evident in lesson plans

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

Administrators will check for standards based lessons and higher order questioning.

Person Responsible

Holly Burton

Schedule

Daily, from 8/31/2015 to 6/1/2016

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.

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

Student scores on FCAT science

Person Responsible

Holly Burton

Schedule

Annually, from 8/24/2015 to 6/1/2016

Evidence of Completion

Increase in science scores on FCAT.

G2. Seventy percent of students will be proficient on the ELA portion of FSA. 1

G073526

G2.B4 Students struggling with thinking processes 2

B192040

G2.B4.S1 Fast Forward and Thinking Maps will be used to help students organize their thoughts and change the way their brains process information. [copy] 4

S203495

Strategy Rationale

By streamlining graphic organizers based on thought patterns students will be able to easily process reading passages with an organizational structure. Fast ForWord will also help to build focusing skills that can help with extended timed tests.

Action Step 1 5

Thinking Maps Professional Development

Person Responsible

Holly Burton

Schedule

On 8/17/2015

Evidence of Completion

Thinking Maps Trainer modeled how to use all the maps and provided materials for throughout the year.

Action Step 2 5

Principal will send reminder email about how to incorporate Thinking Maps for the first two months of school.

Person Responsible

Holly Burton

Schedule

Weekly, from 8/24/2015 to 10/26/2015

Evidence of Completion

Email sent to all teachers.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrator will monitor use of Thinking Maps through snapshots.

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Thinking Maps will be evident in student work, teacher charts and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student test scores on FSA ELA

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Increase in student achievement on FSA ELA

G3. Seventy percent of students will be proficient on the math portion of FSA. 1

G073527

G3.B3 Lack of rigor in classroom 2

B192043

G3.B3.S1 Teachers will collaborate in standards based planning. 4

S203497

Strategy Rationale

If teacher plan according to standard as oppose to district provided curriculum they can ensure they have taught all standards and to the appropriate level of complexity.

Action Step 1 5

Teachers will meet to plan based on standards

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Evidence of standards based plans will be evident in lesson plans

Action Step 2 5

Teachers will meet to plan based on standards

Person Responsible

Elizabeth Williamson

Schedule

Evidence of Completion

Evidence of standards based plans will be evident in lesson plans

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

Administrators will check for standards based lessons and higher order questioning.

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.

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

Student scores on math FSA.

Person Responsible

Holly Burton

Schedule

Evidence of Completion

Increase in math scores on FSA.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Teachers will meet to plan based on standards	Williamson, Elizabeth	8/31/2015	Evidence of standards based plans will be evident in lesson plans	weekly
G2.B4.S1.A1	Thinking Maps Professional Development	Burton, Holly	8/17/2015	Thinking Maps Trainer modeled how to use all the maps and provided materials for throughout the year.	8/17/2015 one-time
G3.B3.S1.A1	Teachers will meet to plan based on standards	Williamson, Elizabeth	8/31/2015	Evidence of standards based plans will be evident in lesson plans	weekly
G2.B4.S1.A2	Principal will send reminder email about how to incorporate Thinking Maps for the first two monthes of school.	Burton, Holly	8/24/2015	Email sent to all teachers.	10/26/2015 weekly
G3.B3.S1.A2	Teachers will meet to plan based on standards	Williamson, Elizabeth	8/31/2015	Evidence of standards based plans will be evident in lesson plans	weekly
G1.MA1	Science mini assessments based on standards provided by district	Burton, Holly	8/31/2015	Increase in proficiency of students on science mini assessments.	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Student scores on FCAT science	Burton, Holly	8/24/2015	Increase in science scores on FCAT.	6/1/2016 annually
G1.B3.S1.MA1	Administrators will check for standards based lessons and higher order questioning.	Burton, Holly	8/31/2015	Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.	6/1/2016 daily
G2.MA1	Nine weeks assessments as well as weekly reading test.	Williamson, Elizabeth	8/24/2015	Student scores on weekly reading and nine weeks assessments.	6/1/2016 weekly
G2.MA2	[no content entered]			one-time	
G2.B4.S1.MA1	Student test scores on FSA ELA	Burton, Holly	8/24/2015	Increase in student achievement on FSA ELA	annually
G2.B4.S1.MA1	Administrator will monitor use of Thinking Maps through snapshots.	Burton, Holly	8/24/2015	Thinking Maps will be evident in student work, teacher charts and lesson plans.	daily
G3.MA1	Concept Math Tests	Williamson, Elizabeth	8/24/2015	Students will show an increase in concept tests.	6/1/2016 monthly
G3.B3.S1.MA1	Student scores on math FSA.	Burton, Holly	8/24/2015	Increase in math scores on FSA.	annually
G3.B3.S1.MA1	Administrators will check for standards based lessons and higher order questioning.	Burton, Holly	8/31/2015	Administrators will review lesson plans and monitor classroom activities to ensure they match the standards.	daily

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.

G2. Seventy percent of students will be proficient on the ELA portion of FSA.

G2.B4 Students struggling with thinking processes

G2.B4.S1 Fast Forward and Thinking Maps will be used to help students organize their thoughts and change the way their brains process information. [copy]

PD Opportunity 1

Thinking Maps Professional Development

Facilitator

Thinking Maps Trainer

Participants

All Faculty Members

Schedule

On 8/17/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B3.S1.A1	Teachers will meet to plan based on standards	\$0.00
2	G2.B4.S1.A1	Thinking Maps Professional Development	\$0.00
3	G2.B4.S1.A2	Principal will send reminder email about how to incorporate Thinking Maps for the first two monthes of school.	\$0.00
4	G3.B3.S1.A1	Teachers will meet to plan based on standards	\$0.00
5	G3.B3.S1.A2	Teachers will meet to plan based on standards	\$0.00
Total:			\$0.00