

Wakulla County Schools

Shadeville Elementary School



2017-18 Schoolwide Improvement Plan

Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

<https://ses.wakullaschooldistrict.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	C

**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 Wakulla County School Board on 11/13/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Shadeville Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Shadeville Elementary is to ensure that every student by the end of fifth grade:

- * Reads and comprehends meaning from a variety of literature and non-fiction materials.
- * Writes clear, concise narrative, opinion, and expository compositions, as well as, be able to write informative/explanatory texts to examine a topic and convey ideas and information.
- * Analyzes text and multi-media presentations and is able to respond and give examples to support their answers from the text or multi-media materials.
- * Solves and explains multi-step real world math problems.
- * Utilizes educational technology as a tool for research, word processing, skills practice, and for audio-visual presentations.
- * Demonstrates positive, healthy character traits.
- * Defines a problem, uses appropriate reference materials to support scientific understanding, plans and carries out scientific investigations in Earth, Physical, and Life Science.

b. Provide the school's vision statement.

The vision of Shadeville's Administration, Faculty, and Staff is founded upon the belief that every child is unique and has the right to be treated as an individual. We will provide a rigorous, developmentally appropriate, child-centered learning environment that guides our students in achieving educational excellence, that prepares them to live in a rapidly changing technological world, and that will produce contributing, responsible, and healthy citizens.

2. School Environment

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

Shadeville's Faculty and Staff learns about their students' cultures and builds relationships through the following activities:

- * All About Me Activities
- * Holiday Program
- * Black History Month
- * United Nations / Field Day
- * Disability Awareness Month
- * Through Grade Level Guidance Lessons
- * Parent Education Nights and Conferences
- * Child Study Team Meetings
- * Homeroom Students of the Month - Each child selected completes a poster that gives information about the individual child such as "What I want to be when I grow up". Parents and child eat lunch on stage. (Guidance Program)
- * All homeroom teachers are at the door each morning to greet their students, as well as staff are located in the hallways to greet and give assistance to students as they head to class each day.

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

Shadeville provides the following activities to ensure that our students feel safe and respected throughout their school day:

- * School staff supervises students in the hallways and on the bus shelter areas as students arrive and as the buses load in the afternoon.
- * School staff monitors the buses through out their travels in the mornings and afternoons.
- * School staff monitors and directs a safe drop-off and pick-up operation for car riders.
- * School staff monitors safe movement of students throughout the hallways during morning and afternoon transitions.
- * All visitors to the campus are required to sign in and receive a pass through the office / School Check In Program.
- * School staff monitors for student safety and smooth operations in the cafeteria before school, breakfast and during lunch time.
- * School wide implementation of Positive Behavior Support activities implemented through the Guidance Office.
- * Student Leadership Team: Assists in Red Ribbon Week, Positive Character Building activities, and P.T.O. night activities which are implemented through the Guidance Office.
- * School wide monthly Character Education activities.
- * Safety Patrol for students in 5th grade.
- * District provided part-time Resource Officer.
- * School wide and individual classroom behavior management plans.
- * As students travel throughout the school they do so using the buddy system.
- * School wide Drug and Violence Education: Red Ribbon Week and SAVE Program at 5th Grade

c. 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.

- * Shadeville Elementary incorporates the Positive Behavior Support Program school wide to ensure that behavioral distractions are minimized through out the school setting (BPIE Indicator # 23).
- * Through the PBS Program there are school wide expectations and all classroom behavior plans mirror the school wide expectations.
- * Protocol for disciplinary incidents is covered in the Wakulla County School Code of Conduct that each parent receives during Open House.
- * Protocol for disciplinary incidents is also established and reviewed for teachers in the annual Teacher Handbook.
- * All teachers and staff have been trained in Automatic RTI for behavior support.
- * Students with behavioral issues are monitored annually through child study team meetings.
- * Behavioral support provided by the PASS Teacher and school Guidance Counselor.

d. 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.

Shadeville ensures that the social - emotional needs of all students are being met through the following:

- * Classroom guidance lessons
- * Targeted guidance groups meet based on individual social - emotional needs.
- * Recommending students to services provided through the Wakulla County One - Stop Community Center.
- * Students may be referred to a district provided licensed Clinical Social Worker.
- * The RTI/MTSS process, as well as students' individualized education plans helps ensure that the social-emotional needs of students are met and interventions are in place if needed.
- * Parent conferences are held if students are identified as possibly needing additional services.
- * District/school provided mentors for students may be provided when appropriate.

* Information regarding pupil services for dental work and glasses may be provided through the school's health clinic.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

During the first quarter of the school year all teachers create a "student watch list" based on current data and the previous year's data which is gathered from FCAT/FSA, STAR Reading and Math, ELA and Mathematics grades, attendance records, previous retention, discipline referrals and suspensions. Students who have scored a level 1 or 2 on the English Language Arts or Mathematics statewide standardized assessments are automatically added to the watch lists. Any student that received a failing grade at the end of the year in courses in English Language Arts or Mathematics are also added to the watch lists. The watch-lists are reviewed each quarter for progress toward mastery of grade level FL Standards. Attendance is monitored and reviewed to meet at least a 90% attendance rate. Students with one or more suspensions are added to the watch list each quarter.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	13	20	15	13	15	0	0	0	0	0	0	0	96
One or more suspensions	2	2	0	1	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	2	2	4	1	3	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	2	13	23	0	0	0	0	0	0	0	38

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

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

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

Shadeville's teachers may request an IST/MTSS/RTI Leadership Team Meeting through the school's guidance office. The Principal or the Assistant Principal are present for all meetings. Prior to the initial MTSS/RTI meeting teachers must have completed TIER I paperwork, including parent conferences. The school level MTSS/RTI Leadership Team meets with individual teachers weekly to review data, suggest strategies to be implemented for academic and behavioral needs, as well as make recommendations based on student progress of prior strategies implemented. The school's Guidance Counselor and Principal will assist teachers by: conducting observations, understanding student data, and searching for research based strategies that will assist students with targeted areas of weakness. The Leadership Team will continue to incorporate the program "Automatic RTI" by Baker Wright, PhD, to assist in identifying student behaviors that interfere with classroom achievement and possible strategies to incorporate in the classroom, as well as the necessary logs to monitor the success of the strategies over time. Together the Leadership Team makes the determination to continue the Tier I

strategies because they have been effective or to move to Tier II/Tier III strategies and possible referral for more intensive interventions through Exceptional Student Education. The Leadership Team will refer to the District Reading Decision Tree Plan to make Tier II/Tier III decisions. The Leadership Team and the teachers keep a notebook/folder on each child brought before the team to keep notes and monitor progress toward achieving grade level expectations. Research based programs are selected based on data driven student needs such as: Harcourt Journeys Intervention Readers, Harcourt Go Math, iReady, IXL Math, Moby Max, Accelerated Reading and Math, FCRR Reading Activities, SRA Reading Labs, and Making Words activities.

When a student's attendance falls below 90% of the school days the teacher will follow the following interventions:

Upon an unexcused absence the parents will receive an automatic phone call, after 3 absences the teacher will call the parents, and after 5 and 10 unexcused absences the parents/guardians will receive an official letter from the Principal requesting a conference. If the student continues to have unexcused absences the district attendance coordinator will be notified.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442085>.

2. Description

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

2. 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 Wakulla County School District partners with the Wakulla County One Stop Community Center to assist the school with students and families who are in need of social services.

The school seeks out business partners to support the educational programs both financially and with personnel who come into the school to share their expertise / careers (Fall Festival donations, Project Learning Tree, Health Week, and Career Day).

The school has an active P.T.O. and volunteer program in place that supports classroom learning, school programs, and school functions.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Harvey, Frankie	Assistant Principal
Redfern, Jennifer	Teacher, ESE
Everton, Mandy	Teacher, K-12
Jamison, Susan	Instructional Media
Weaver, Nick	Principal
Reeves, Kay	Teacher, K-12
Scott, Kim	Teacher, K-12
Braley, Laura	Teacher, K-12
Adams, Kerry	Teacher, K-12
Hunter, Michelle	Teacher, K-12
Tillman, Susan	Instructional Coach

b. Duties

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

Principal - Meeting Facilitator / LEA

Grade Level Team Leaders - Responsibility to disseminate information to fellow team members regarding curriculum implementation, plan school wide events, facilitate grade level data team meetings.

ESE Teacher - Provides strategies and interventions for classroom teachers to work with specific students, creates the IEP for students placing in programs other than speech/language, teaches small groups of students who have received and IEP or are working on TIER III interventions, work with students who have received an IEP that places the student in a self contained classroom setting, and assists in monitoring student progress.

School Advisory Council Chairman- Assists in the understanding and implementation of Shadeville's SIP goals and strategies.

School Media Specialist - Assists in the development / acquisition of literacy programs and/ or classroom materials that support literacy across the curriculum.

2. 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.

The school principal and leadership team members meet as needed to interview candidates to fill school level teaching positions. The school leadership team meets monthly to align available resources and to discuss curricular needs, share ideas for implementation of curriculum and the MTSS/RTI process, review goals, facilitate data team meetings, and design program activities such as Positive Behavior System, Project Learning Tree, Holiday Performance, Career Day, Read Across America / Author Study, and Professional Development needs.

At Shadeville Elementary Title I funds provide additional classroom materials, equipment, teacher salaries and educational technology. The funds also provide for professional development, remediation opportunities for targeted students, and parent involvement activities.

Federal Title I funds are available to provide a reading remediation teacher for targeted 3rd, 4th, and

5th grade students in ELA standards. The students will be targeted based on information gained through review of student data provided by: STAR Reading ,FSA English Language Arts, and teacher recommendation.

Title II funds are used to provide professional development based on reviewed data trends and individual teacher request. Our district does not receive Title I part D or Title III funds. The needs of our small population of English Language Learners are provided through the Student Services Department and coordinated through the school level guidance office.

Persons responsible: School Level Administrative Team, Guidance Office, and District Coordinator

Our district's Student Services Department assists in providing resources (clothing, school supplies, and social services) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Persons responsible: School Level Administrative Team and District Coordinator

Our 5th grade students participate in an eight week drug awareness and violence prevention program (S.A.V.E.) in coordination with one of the district's School Resource Officers. Students have a 35 minute class once a week for the eight week period. Students must pass a written assessment and produce an essay to be eligible for graduation from the program.

Persons Responsible: School Level Administrative Team and School Resource Officer

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Braxton Harvey	Business/Community
Jennifer Redfern	Teacher
Starla Perry	Teacher
Suzanne McCord	Teacher
Angie Drapeau	Parent
Julie Carnevale	Parent
Lisa Brown	Teacher
Jennifer Hester	Teacher
Nicholas Weaver	Principal
Frankie Harvey	Principal
Jill Voorting	Teacher
Robyn Tucker	Parent
Kim Hurst	Parent
Rebecca Parks	Parent
Ashley Durant	Parent
Lucinda Heisler	Parent
Brandy Campbell	Parent
Katherine Rudd	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first meeting in September, the School Advisory Council members will review the 2016-2017 goals and strategies for additions and deletions to each area. Additionally, the council will analyze the STAR Reading and Math Assessment Learning Gains / Proficiency Data, FCAT 2.0 Science data, FSA/ELA and Math grade level proficiency and learning gains, FSA/ELA and Math 3rd grade bottom quintile, and students' grades in reading and math for school trends. The council will review the current vision and mission statement and update as needed. The team will also review the 2016-2017 Title I Parent Involvement Plan at this time.

b. Development of this school improvement plan

The School Advisory Council meets throughout the school year to review goals, strategies and to begin developing the school improvement plan for the following school year. The team uses available data: FSA / FCAT 2.0 data, STAR Reading and Math data, individual student grades in ELA and Math, as well as attendance and discipline records to look for trends. The SIP goals and strategies are reviewed and updated based on our school and classroom student population, as well as program strengths and weakness as indicated by the data. The plan is further reviewed as additional data from State Assessments arrives. In October or February the team incorporates additional strategies for success into the plan if data shows a need. The School Advisory Council is also charged with determining how the allotted funds are utilized to support the School Improvement Plan. As part of its responsibilities the School Advisory Council also discusses and approves the school's

annual Title I Parent and Family Engagement Policy, as well as how the funds for this program are spent.

c. Preparation of the school's annual budget and plan

The school level administration and the school advisory council chairman reviews the previous year's annual budget expenditures and the needed resources for the upcoming year to determine expenditures. The school level administration also collaborates with the district level administration to review the previous years annual budgets and needed resources for the upcoming year. The school level administration meets throughout the school year with members of the leadership team and school advisory council to plan for needed resources such as: textbooks, educational technology, Title I Parent Night events, Project Learning Tree events, Field Day events, Positive Behavior System supplies, Literacy/Science events, and Professional Development.

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

The full amount of allocated SIP funds will be used for the purchase of educational technology (both hardware and software), parent education activities, literacy and science related activities, and classroom materials to enhance the implementation of Florida Standards across the curriculum.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Weaver, Nick	Principal
Everton, Mandy	Teacher, K-12
Hunter , Michelle	Teacher, K-12
Adams, Kerry	Teacher, K-12
Scott, Kim	Teacher, K-12
Braley, Laura	Teacher, K-12
Jamison, Susan	Instructional Media
Reeves, Kay	Teacher, K-12
Harvey, Frankie	Assistant Principal
Tillman, Susan	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Initiatives that have been identified for the 2017-2018 school year are:

1. To continue to implement the Florida Standards in English Language Arts at every grade level with fidelity.

2. To purchase materials needed to support the implementation of the Florida Standards such as: educational technology, materials for Parent Education Night activities, chart paper, student journals, continue to purchase Time for Kids first grade through fifth grades, and books for classroom read aloud and to support the classroom library selection of non-fiction books.
3. To support professional development for teachers at all grade levels in the implementation of the English Language Arts / Math and Science Florida Standards such as ELA and Math Vertical Teaming and Project Learning Tree.
4. To provide Parent Education in September to assist parents in understanding the Florida Standards / Wakulla County School's Curriculum for their child's grade level and strategies parents can use at home to increase their child's success.
5. To coordinate and over see the implementation of the following: Read Across America / Author Study, Story Teller - Literacy Assemblies, Grade Level Reading AR Goals and point store / Million Word Reader & Grade level reading goal SES t-shirt program, and two Book Fairs.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Positive working relationships are encouraged through the following activities:

- * Mentors are assigned for every new teacher. The mentor is selected based on similar teaching assignments.
- * Grade level teachers have similar planning times and lunch times daily to collaborate and plan instruction (BPIE Indicator #17).
- * Shadeville has a "Sunshine Committee" that recognizes important life events and plans for school socials and events that support a positive working relationship between all school employees.
- * The "Inclusion Model" is implemented into classrooms when our ESE teacher and classroom teachers deem that it is appropriate for meeting student academic needs.
- * Team / Pair teaching is implemented in the fourth and fifth grade classrooms for ELA, math, science and social studies.

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

Our school implements the following strategies to recruit, retain highly qualified, certified-in-field, effective teacher to the school:

1. We have an extensive interview process that includes: administrators and teachers as part of a team that recommends to the principal candidates that are highly qualified for positions available at the school. Interview questions are designed to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position (BPIE Indicator # 10). Nicholas Weaver, Principal
2. We support a collegial culture through: Weekly Team Meetings, Monthly Team Meetings with Principal, Sunshine Committee sponsored events, school based Technology Assistant, and Grade Level Mentors for new teachers. Nicholas Weaver / Principal, Mentors, and Team / Committee Chairman
3. We provide staff development for teachers based on individual requests, and school/district wide curriculum needs. (Kagan Structures, Project Learning Tree, and Expanding Expressions) Nicholas Weaver/ Principal
4. Time is provided for new teachers to visit and observe veteran "Highly Effective" teachers in action modeling best practices. Nicholas Weaver / Principal
5. Encourage teachers to complete the clinical education training and apply for an intern from Flagler, FSU or FAMU.
6. Encourage teachers to attend training in our district to earn their "Gifted & Reading Endorsement". Tanya English / Director of ESE Programs

7. Encourage teachers to attend the district wide ESE Academy and earn 20 hours in ESE information and training. Tanya English / Director of ESE Programs
8. Encourage teachers to attend sessions to become ESOL endorsed and meet state requirements.

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

Our school / district level administrations provide new teachers with mentoring through the following:

1. Each new educator attends a two day training provided by WCS-HR department prior to the first day of school. Additionally, they receive further information monthly on select topics after school at training provided by WCS-HR department presentors.
2. Each selected mentor received a highly effective or effective evaluation and must attend a three hour training provided by WCS-HR department in September.
3. The mentor & new teacher pairings have similar grade level assignments or job descriptions.
4. The mentor has exhibited highly effective classroom management and parent involvement.
5. The mentor and teacher meet regularly to discuss school wide expectations, classroom curriculum needs and strategies, classroom management techniques and district wide expectations. The new educator completes a notebook with the mentor throughout the school year that is provided by the WCS-HR department.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to the Florida Standards by adopting standards based core curriculum programs district wide. In accordance with the School's Best Practices for Inclusive Education (BPIE), general and special area teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability. Textbook materials used to implement the curriculum are approved by the district and purchased from the state approved list. Teachers and Administrators have an opportunity to preview the materials prior to selection. Educational technology that is implemented is reviewed by district and school staff prior to purchase and implementation to assure alignment to FL Standards.

b. Instructional Strategies

1. 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.

A. The following programs and materials are used to differentiate instruction to meet the diverse needs of students:

- * Co - Teaching / Pair Teaching Model at fourth and fifth grade.
- * Inclusion Model for students in need of additional interventions when deemed appropriate by ESE and classroom teacher.
- * Educational Technology (IXL Math, Moby Max, Accelerated Reader, Accelerated Math, and iReady).
- * Self-Contained V.E. Classrooms
- * Gifted Inclusion Model
- * Odyssey of the Mind after school program

- * Title I Reading Remediation Teacher to work with students in grade 3-5.
- * Students are instructed in fluid small groups based on data review throughout the school year.
- * Para-professionals are used to provide small or individualized instruction for students under the direction/ plan of the classroom teacher.

B. The school (teachers and administration) reviews student data each quarter to ensure that appropriate differentiated instruction for each child is identified, implemented, and progress is monitored. General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability (BPIE Indicator # 19).

2. 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: 3,240

Odyssey of the Mind

Strategy Rationale

To provide enrichment for students in vocabulary, problem solving and creativity

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seidler, Amy, amy.seidler@wcsb.us

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

Odyssey on the Mind state competition results.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each spring local pre-school children are invited to visit Shadeville's kindergarten classrooms for a morning of excitement and participation in kindergarten activities. Children are introduced to procedures, routines, and skills that will be expected of them as kindergarten students. Additionally, Shadeville's Administration, SLP, and Kindergarten ESE Teacher visits the Wakulla Education Center's Pre-kindergarten to gain information pertaining to individual students, especially those with a current IEP. Prior to the first day of school we host a school wide Open House and children / parents have an opportunity to meet their teachers and visit their classrooms.

In May, Shadeville's Fifth Grade Teachers will meet with the Riversprings and Wakulla Middle Schools Sixth Grade Teachers to share information that pertains to individual students, especially those with a current IEP or are in the MTSS/RTI process. Teachers share information concerning students that might benefit from being included in the middle schools AVID program. Both RMS and WMS have incoming fifth grade students visit for a morning of induction into the expectations of the

middle school experience. The school's principals share information concerning class schedules and guidelines, the band performs and student athletes share information.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the number of students who have less than 90% attendance from 64 students to 58 students.
- G2.** Increase the percent of students scoring at or above proficiency in Science on the FCAT 2.0 Assessment.
- G3.** Increase the percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment.
- G4.** Increase the percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Decrease the number of students who have less than 90% attendance from 64 students to 58 students.

1a

 G096007

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	90.0

Targeted Barriers to Achieving the Goal 3

- Parental knowledge of total absences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Focus Parent Portal, Attendance Reports, Automated Phone System, Attendance Contracts, Parent / Teacher Conferences

Plan to Monitor Progress Toward G1. 8

Attendance reports will be generated monthly, quarterly, and annually to recognize students with perfect attendance.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/23/2017 to 5/23/2018

Evidence of Completion

Attendance reports

G2. Increase the percent of students scoring at or above proficiency in Science on the FCAT 2.0 Assessment. 1a

G096008

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Targeted Barriers to Achieving the Goal 3

- Students lack of understanding of necessary science vocabulary and the scientific process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic science text and web based materials, Discovery Education United Streaming, Brain Pop, Brain Pop Jr., Project Learning Tree activities, Health Week activities, Hands - On Science Inquiries in the classroom (at least 3 per year), FSU Science on the Move activities/Sea to See, Science Based Field Trips (St. Marks National Wildlife Refuge and Tallahassee Museum of Natural History)

Plan to Monitor Progress Toward G2. 8

Science report card grades and FCAT 2.0 for fifth grade.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data will show an increase in science grades and FCAT 2.0 proficiency results.

G3. Increase the percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment. 1a

G096009

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0
ELA/Reading Gains	70.0
FSA ELA Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Exposure to rigorous, grade level appropriate vocabulary and complex text; Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.
- Parent Involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Harcourt Journeys / Florida Grade Level / District approved Trade Books that enhance the core ELA curriculum Renaissance Learning: Accelerated Reader Time Magazine for Kids iReady AVID materials Social Studies trade books at each grade level have been provided. Moby Max educational technology program Brainpop Brainpop Jr. SRA Reading Labs. Implementation of the LDC modules / lessons Expanding Expressions Implementation of Kagan Structures (Rally Coach, Timed Pair Share, Standup-Handup-Pairup, Quiz-Quiz-Trade, Mixed-Pair-Share) My World Social Studies texts and National Geographic Science texts for reading across the curriculum Identification/Intervention Decision Tree-K-5 (Provided by the District)
- Self contained ESE classrooms are provided to meet the academic or behavioral needs of students identified through their IEP goals. Inclusion/ Co-Teaching classroom environments are available for students scoring below grade level proficiency on FSA/ELA working on TIER II / III interventions, or identified through their IEP goals. Reading Coach (Bi-Weekly) Para-Professionals assigned to classrooms to assist in providing instruction. 120 minute ELA block for all classrooms is required. MTSS/RTI or teacher recommendation. Title I Reading Remediation Teacher (Grades 3-5)
- Professional Development for teachers: Lesson Study for select grade levels: Implementation of Florida ELA Standards. Reading Coach Data Day: Looking at Data Trends: Creating Watch-Lists, Identifying Barriers and Implementing Strategies toward meeting SIP goals. Implementing AVID (5th grade) Implementing LDC modules at 3rd, 4th and 5th grades Educational Technology: Implementation of programs and use of equipment (District Consultant - Jason Welch) Vertical ELA Teams that share Best Practices with grade level team members. Implementation of Kagan Structures (Rally Coach, Timed Pair Share, Standup-Handup-Pairup, Quiz-Quiz-Trade, Mixed-Pair-Share) Implementation of Expanding Expressions Writing Training for 3rd, 4th and 5th grade teachers will be provided to help teachers better understand the application of FSA writing rubric, the cognitive complexity of the writing task and how it impacts instruction, and to help plan for instruction based on student writing samples.

Plan to Monitor Progress Toward G3. 8

Student data from FSA/ELA, Florida Standards Alternate Assessment, and STAR Reading will be used to determine if this strategy was successful in achieving the goal.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

The last administration of the following assessments will be reviewed to determine success of this strategy: STAR Reading, FSA/ELA, and Florida Standards Alternate Assessment.

G4. Increase the percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment. 1a

G096010

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	66.0
Math Gains	70.0
FSA Mathematics Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices
- Parent Involvement
- Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following resources are in place to assist students in mastery of the Florida Standards in mathematics: * Harcourt Go Math / FL * Educational Technology: Accelerated Math, IXL Math, Moby Max * Daily "High Yield Routines" practice * Daily use of math manipulatives
- Professional Development: Vertical Teams will receive professional development on "Best Practices" for differentiated math instruction through out the school year.
- * Small group instruction provided by ESE Resource Teacher *Subject Area Teaming at 4th and 5th grade

Plan to Monitor Progress Toward G4. 8

FSA Mathematics, Florida Standards Alternate Assessment, and STAR math data will be reviewed throughout the year.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Assessment data will be collected and reviewed throughout the year to monitor progress toward meeting the math goal.

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. Decrease the number of students who have less than 90% attendance from 64 students to 58 students.

1

 G096007

G1.B1 Parental knowledge of total absences **2**

 B258462

G1.B1.S1 Teachers will contact parents after three consecutive absences. **4**

 S273612

Strategy Rationale

Teachers will communicate with parents and keep them updated on skills missed.

Action Step 1 **5**

Teachers will call parents when students are absent for 3 consecutive days.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Communication Logs

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

Teachers will document communications with parents regarding attendance in the "Communications" tab in FOCUS.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Communication reports from FOCUS

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

Attendance reports will be generated quarterly and absences will be monitored by data team.

Person Responsible

Susan Tillman


Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance printouts

G1.B1.S2 Parents of students who are absent for more than 10 days will be contacted. A MTSS / Rtl meeting will be scheduled with parents of students with repeat absences and an Attendance Contract will be created. 4

 S273613

Strategy Rationale

Parents will be reminded of their child's number of absences. Creating an Attendance Contract will provide a plan and motivation for increased student attendance.

Action Step 1 5

Administration will contact the child's parent after 10 unexcused absences and will be invited to attend an MTSS / Rtl attendance meeting to develop an Attendance Contract.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Communication logs and contracts

G1.B1.S3 Students will receive incentives for perfect attendance monthly, quarterly, and annually. Students can earn monthly perfect attendance certificates, a ribbon quarterly for perfect attendance, and a medal annually for perfect attendance. 4

S273614

Strategy Rationale

Incentives and recognition will help increase student motivation for attendance.

Action Step 1 5

Monthly Perfect Attendance certificates will be sent home.

Person Responsible

Frankie Harvey

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Monthly attendance printouts

Action Step 2 5

Students will receive attendance ribbons quarterly for perfect attendance.

Person Responsible

Frankie Harvey

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance printouts and report cards

Action Step 3 5

Students with perfect attendance for the entire school year will be recognized at the end of the school year and will receive a medal.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

End of the Year Awards Sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Attendance reports will be reviewed quarterly by Data team.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Attendance reports will be reviewed quarterly by the Data team.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance reports

G2. Increase the percent of students scoring at or above proficiency in Science on the FCAT 2.0 Assessment.

1

 G096008

G2.B1 Students lack of understanding of necessary science vocabulary and the scientific process. 2

 B258463

G2.B1.S1 Students will have the opportunity to participate in multiple hands - on science activities in the classroom and during Project Learning Tree activities throughout the school year. 4

 S273615

Strategy Rationale

Students need exposure to science vocabulary and the scientific process throughout the school year.

Action Step 1 5

Students will have multiple opportunities to participate in science inquiry and hands - on activities.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher lesson plans and classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implementation of hands - on science inquiry lessons.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans will show the implementation of hands - on science inquiry.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Acquisition of grade level appropriate science vocabulary.

Person Responsible

Susan Tillman

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students will show acquisition of grade level appropriate science vocabulary as evidenced through report card grades and FCAT 2.0 5th grade science results.

G2.B1.S2 Students will have the opportunity to use technology to increase their science vocabulary and understanding of the scientific process. 4

 S273616

Strategy Rationale

Students need exposure to science vocabulary from a variety of sources throughout the school year.

Action Step 1 5

Students will have the opportunity to use technology to increase their science vocabulary.

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teachers' Lesson Plans and Classroom Observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Discussion of implementation during grade level meetings.

Person Responsible

Nick Weaver

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teachers' Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Science report card grades and FCAT 2.0 Science results.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Increase in student performance as shown by report card grades and students scoring at or above proficiency as measured by FCAT 2.0.

G3. Increase the percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment. 1

G096009

G3.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text; Limited prior knowledge and the ability to analyze complex text and respond to text-based questions. 2

B258464

G3.B1.S1 Daily classroom read aloud with grade level appropriate vocabulary words identified, discussed and used in classroom activities. 4

S273617

Strategy Rationale

Increase exposure to rigorous - grade level vocabulary.

Action Step 1 5

Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.

Person Responsible

Nick Weaver

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Principal will observe daily read aloud lessons and monitor lesson plans

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans will be collected at the end of 2017-2018. Walk through and observation notes will be reflected in classroom teachers' evaluations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom lesson plans, walk through and observation notes

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans & Evaluations

G3.B1.S2 Every classroom will utilize a working word wall for acquisition of grade level appropriate vocabulary. 4

 S273618

Strategy Rationale

Repeated exposure to rigorous - grade level vocabulary to increase retention of new vocabulary.

Action Step 1 5

Working word walls will be incorporated into every classroom throughout the school setting.

Person Responsible

Susan Tillman

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Observations will note that working word walls have been implemented into classroom instruction.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom walk through and observations notes and conferences will be used to monitor the implementation of working word walls into the classroom instruction. Assistance will be provided by the Reading Coach if necessary.

Person Responsible

Susan Tillman

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom walk through and observations noted in teachers' evaluations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

FSA, and STAR reading student data will be reviewed.
A higher percentage of students scoring at or above proficiency levels as measured by the above named assessments will determine the success of this strategy.

Person Responsible

Susan Tillman

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

A notebook will be completed for the School Administration and SAC members that contains related data.

G3.B1.S3 Teachers will implement Florida ELA Standards: Harcourt Journeys, Unique Curriculum, Renaissance Learning, LDC Modules, Expanding Expressions, written text based response to reading across the curriculum, cold read, chunking strategies for reading understanding, vocabulary illustration, word games, as well as using the grade level vocabulary in communication and in writing. 4

 S273619

Strategy Rationale

Students need a variety of learning opportunities to become proficient in meeting the ELA Florida Standards.

Action Step 1 5

Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCSB curriculum and FSA/ELA Standards into their lesson plans across the curriculum.

Person Responsible

Susan Tillman

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom walk through & observation notes, as well as individual lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Classroom walk through and observation notes, as well as data from STAR Reading Assessments with support provided by School Level Administration and the Reading Coach will be used to monitor for the fidelity of implementation of this strategy.

Person Responsible

Nick Weaver

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans, classroom walk through, observation notes and STAR data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

FSA, Alternate Assessment, and STAR reading student data will be reviewed.

Person Responsible

Nick Weaver

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data from FSA/ELA, Alternate Assessment, and STAR reading, will be used to determine if this strategy was successful in achieving the goal. STAR reading Assessment will be monitored at least 3 times a year. FSA/ELA/Alternate Assessment will be reviewed annually as the data is available.

G3.B1.S4 Students will have an opportunity to practice FSA/ ELA standards through the use of the following educational technology programs: Accelerated Reader, Moby Max, iReady, Starfall, Harcourt Think Central, Brain Pop, Brain Pop Jr. 4

 S273620

Strategy Rationale

The use of educational technology provides individualized practice of skills and exposes students to new vocabulary and ideas.

Action Step 1 5

Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.

Person Responsible

Susan Tillman

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

STAR reading assessments, FSA, and Alternate Assessment will be used to monitor success toward meet the goal.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Student data reviews will be used to determine student achievement as well as the students time using educational technology programs.

Person Responsible

Susan Tillman

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data concerning time of students' use of school's educational technology and increased student achievement data .

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

FSA, Alternate Assessment, and STAR reading student data will be reviewed.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data from FSA, Alternate Assessment, and STAR reading will be used to determine if this strategy was successful in achieving the goal. STAR reading will be monitored at least 3 times a year. FSA/Alternate Assessment will be monitored 1 time a year.

G3.B1.S5 Time for kids will be purchased for students at all grade levels. My World Social Studies Text and National Geographic Science may be used during the 90 minute reading block. 4

S273621

Strategy Rationale

Exposes students to an enriched vocabulary and current events.

Action Step 1 5

Time for Kids will be purchased for students at all grade levels and used to enrich vocabulary development.

Person Responsible

Susan Tillman

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans will show the use of Time for Kids for vocabulary enrichment.

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Use of Time For Kids at all grade levels to enrich vocabulary development.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans will show use of the student magazine to enrich vocabulary development.

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Acquisition of grade level appropriate vocabulary.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students will show acquisition of grade level vocabulary as evidenced through STAR Reading, FSA Reading, and Alternate Assessment.

G3.B1.S6 Odyssey of the Mind will be implemented as an after school enrichment program. 4

 S273622

Strategy Rationale

Enrichment for identified students will increase the number of students who achieve reading proficiency.

Action Step 1 5

Targeted students will participate in an after school enrichment activity through Odyssey of the Mind.

Person Responsible

Amy Seidler

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

The students attendance, created project , and attendance at the FL Odyssey Conference will serve as evidence.

Plan to Monitor Fidelity of Implementation of G3.B1.S6 6

The school administration will provide support for the implementation of Odyssey of the Mind activities.

Person Responsible

Nick Weaver

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Creation of the Odyssey of the Mind's student team's project will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B1.S6 7

Effectiveness will be judged using the program's criteria for successful implementation of the Odyssey of the Mind activities.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Odyssey of the Mind criteria and successful implementation by the team.

G3.B1.S7 Students identified with learning disabilities (language, autism, other health impaired, and/or specific learning disabilities) will be provided with instruction on grade level FL Standards in an inclusion model setting when appropriate as deemed by the school's Child Study Team. 4

S273623

Strategy Rationale

Students will be exposed to grade level vocabulary, text, and grammar with additional strategies provided by a certified ESE teacher. General and special education teachers use the Florida Standards as the foundation for instruction for all SWDs, including those with a significant cognitive disability (BPIE Indicator # 19).

Action Step 1 5

Students identified with learning disabilities in the areas of language, autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.

Person Responsible

Frankie Harvey

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student assessments on grade level FL Standards, STAR Reading, and iReady will provide evidence of students' mastery toward grade level standards in ELA.

Plan to Monitor Fidelity of Implementation of G3.B1.S7 6

Students' progress toward meeting the FL grade level standards in ELA will be monitored at least 3 times per year through STAR reading and Cold Reads.

Person Responsible

Frankie Harvey

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students' assessment reports will be collected to monitor progress toward meeting FL grade level standards in ELA.

Plan to Monitor Effectiveness of Implementation of G3.B1.S7 7

During each student's annual IEP meeting, the progress toward meeting FL grade level standards and IEP goals will be reviewed and changes will be made if deemed necessary by the IEP team.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Review of each student's IEP and assessment information will be done annually to determine adequate academic progress in FL ELA standards.

G3.B1.S8 A Title I Reading Remediation Teacher will work with students in third-fifth grade who need additional instruction in vocabulary development and key ideas/details. 4

 S273624

Strategy Rationale

Students working below grade level in reading in third-fifth grade need more practice in vocabulary development and key ideas/details to increase their reading ability and work toward grade level skills acquisition.

Action Step 1 5

Students in third-fifth grade that are not mastering grade level ELA skills will receive additional instruction in vocabulary development and locating key ideas and details during reading comprehension.

Person Responsible

Susan Tillman

Schedule

Daily, from 9/20/2017 to 5/23/2018

Evidence of Completion

Students will show an increase in their grade level ELA reading scores through classroom "Cold Read" grades and STAR Reading Assessment scores.

Plan to Monitor Fidelity of Implementation of G3.B1.S8 6

Students participating in the reading remediation instruction will be monitored through the use of "Cold Read" grades and STAR Reading Assessment.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 6/23/2018

Evidence of Completion

Cold Read scores and an improvement in the number of grade level skills mastered as evidence by STAR Reading scores.

Plan to Monitor Effectiveness of Implementation of G3.B1.S8 7

Students' "Cold Read" grades and STAR Reading scores will be reviewed tri-annually to to check for improvements in vocabulary development and key idea and details mastery.

Person Responsible

Susan Tillman

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

"Cold Read" grades and STAR Reading ELA scores will be collected to evidence effectiveness of strategy.

G3.B2 Parent Involvement 2

B258465

G3.B2.S1 Parents will be offered multiple opportunities to become involved throughout the school year such as: Parent Education Nights, PTO meetings, Story Teller & BINGO night events, Volunteer opportunities, Parent/Teacher conferences, and student daily planners. Parents will receive a monthly newsletter with at home activities and tips to improve academic achievement. 4

S273625

Strategy Rationale

Family members play an important role in facilitating their child's success in school when they are given complete and accurate information. It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings (BPIE Indicator # 30).

Action Step 1 5

Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Sign in sheets documenting parent attendance at Parent Nights, Title I Parent Nights for Literacy, Open House, parent / teacher conferences, and monthly parent newsletters.

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

Review sign in sheets that document parent participation in parent involvement activities.
Review classroom parent conference logs.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

The number of parents in attendance as documented by sign in sheets. Volunteer hours documented through the School Check-In computer program.

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

Success of this strategy will be determined by an increase in the number of parents involved in their child's education during the 2017-2018 school year.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

The percent of parents that were involved in their child's education through school provided activities will be reported to the SAC members.

G3.B2.S2 Parents will receive a school handler (folder) with handbook information included such as: Vision, Mission, Dress Code, Discipline Code, Title I, PTO, Lunchroom and Bus Expectations, at the school's Open House in August and throughout the school year upon registration. 4

 S273626

Strategy Rationale

Student achievement is improved through clear and open communication with parents throughout the school year.

Action Step 1 5

Parent Handler (folder), Handbook and Monthly Parent Newsletter

Person Responsible

Frankie Harvey

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Handler (folder) and Newsletters

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

Handlers (folders) will be provided to all students at Open House and all new students upon registration. The Parent Newsletter will be sent home monthly with all students.

Person Responsible

Frankie Harvey

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Monthly Parent Newsletters and a copy of the Parent/Student Handler (folder)

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

An increase in parent participation of school wide activities will be noted through our schools annual climate survey.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Climate survey data concerning parent participation in school wide activities.

G4. Increase the percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment. 1

 G096010

G4.B1 Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices 2

 B258466

G4.B1.S1 All classrooms will provide at least 90 minutes per day to the instruction of grade level FL math standards. 4

 S273627

Strategy Rationale

To be proficient in math, students need adequate time to gain understanding and practice math concepts and skills.

Action Step 1 5

All teachers' schedules will allow for at least 90 minutes of math instruction daily.

Person Responsible

Nick Weaver

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans will document 90 minutes of math instruction in all classrooms. Classroom observations will verify the 90 minutes of instructions.

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

Administrators will review lesson plans and observe classrooms during math instruction throughout the school year to monitor for the fidelity of implementation.

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans and classroom observation notes.

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

Individual student report card grades, FSA, Florida Standards Alternate Assessment, and STAR math data will be used to monitor effectiveness.

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Randomly selected student report cards will be reviewed and data from FSA, Florida Standards Alternate Assessment, and STAR math will be reviewed as available.

G4.B1.S2 Continue to use educational technology such as IXL Math, Moby Max, and Accelerated Math to enhance the math curriculum and assist in providing differentiated instructional practice in math at all grade levels. 4

 S273628

Strategy Rationale

Students need daily individualized opportunities to practice skills to make progress toward mastery of the FL Standards in math.

Action Step 1 5

Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.

Person Responsible

Susan Tillman

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher lesson plans and classroom observation notes will show evidence of the use of educational technology to enhance and differentiate math instruction.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom teachers' lesson plans will note the implementation of educational technology such as: IXL, Moby Max, and Accelerated Math to enhance the FL math standards curriculum.

Person Responsible

Susan Tillman

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Student achievement toward mastery of the grade level FL standards math curriculum will be reviewed using FSA, Florida Standards Alternate Assessment, and classroom performance.

Person Responsible

Susan Tillman


Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student usage reports will be reviewed as information becomes available through out the school year.

G4.B1.S3 Students will participate daily in "The High Yield Routines" and keep a math journal at all grade levels. 4

 S273629

Strategy Rationale

Students must be able to explain the math concepts and skills in order to show understanding.

Action Step 1 5

All general education teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines. Shadeville's self-contained ESE classrooms implement the Unique Curriculum to strengthen math concepts and applications.

Person Responsible

Nick Weaver

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans, classroom observations, and student journals will document the implementation of these routines daily.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Classroom teachers' lesson plans will note implementation of the "High Yield Routine" activities, as well as periodic review of individual student math journals.

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom Lesson plans and select student journals will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

The effectiveness of this strategy will be reflected in the number of students who show proficiency in math as measured by: FSA, Florida Standards Alternate Assessment, and classroom performance.

Person Responsible

Nick Weaver

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data will be reviewed as it becomes available.

G4.B1.S4 Teachers will review available data (STAR Math) to drive instruction at least 3 times per year.

4

 S273630

Strategy Rationale

Students will be more successful in math when grade level skills are monitored and differentiated math instruction is provided at all grade levels.

Action Step 1 5

All classroom teachers will review the data from STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.

Person Responsible

Frankie Harvey

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Math lesson plans will be adjusted based on assessment data.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Classroom Teachers lesson plans will be monitored to ensure data driven instruction. Teachers will record accommodations provided to each ESE and 504 students on a daily basis.

Person Responsible

Frankie Harvey

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans and accommodation forms will be collected at the end of the school year and reviewed with teachers individually.

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Classroom walk through and observations will be done and teacher conferences will take place as needed.

Person Responsible

Nick Weaver

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans and accommodation forms will be collected annually and discussed with teachers.

G4.B1.S5 Students with identified learning disabilities (language, autism, other health impaired, and/or specific learning disability in math) will be provided with instruction toward meeting the FL Math Standards at grade level in an inclusion setting when deemed appropriate by the school's Child Study Team. **4**

 S273631

Strategy Rationale

Students will be exposed to grade level FL Math Standards, but will be provided with additional strategies to meet the standards by a certified ESE teacher (BPIE # 19).

Action Step 1 **5**

Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's IEP team. Florida Standards will serve as the foundation for instruction of all SWDs, including those with a significant cognitive disability.

Person Responsible

Frankie Harvey

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students' assessments using FSA and STAR Math will be used to show implementation of this strategy and its success.

Plan to Monitor Fidelity of Implementation of G4.B1.S5 **6**

Classroom observations will be done to monitor the implementation of this strategy, as well as a review of students' assessments in math toward meeting grade level standards.

Person Responsible

Frankie Harvey

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom observation notes will be collected as evidence of monitoring the implementation of this strategy.

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Students' assessments and mastery toward IEP goals will be used to monitor the effectiveness of this strategy.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students' assessments and IEP's will be collected and reviewed annually by the school's IEP team to monitor the effectiveness of the inclusion model as a strategy for student progress toward meeting their grade level standards and IEP goals.

G4.B2 Parent Involvement 2

 B258467

G4.B2.S1 Parents will be provided with opportunities to attain information pertaining to grade specific FL math standards through Parent Education Night events and individual parent / teacher conferences. 4

 S273632

Strategy Rationale

Family members play an important role in facilitating their child's success in school when they are given complete and accurate information. It is important for families to understand ways to support their child's learning goals and objectives at home and in community settings (BPIE Indicator # 30).

Action Step 1 5

Parent Education Night events will be held to provide parents with educational activities and websites they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Parent sign in sheets and a grade level agendas will be collected during Parent Education Night events. Teachers will document parent conferences.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Parent Sign-In sheets will be collected for all Parent Night events.
Annual climate survey will be reviewed to determine and address parent needs and concerns.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Sign in sheets and climate survey data.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student data will show an increase in the number of students proficient in meeting the grade level FL math standards.

Person Responsible

Nick Weaver

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data from FSA and STAR Math will be used to monitor effectiveness of this strategy.

G4.B3 Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings. **2**

 B258468

G4.B3.S1 Vertical Math Team: Grade level representatives will be provided with training throughout the year on "Best Practices" in teaching differentiated math lessons. **4**

 S273633

Strategy Rationale

Student achievement is increased when taught by highly qualified math instructors.

Action Step 1 **5**

Vertical Math Team members will meet during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance and follow up activities of the professional development activities will be kept through the ePDC.

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

Attendance will be monitored using ePDC and implementation of practices will be observed by the school's administration throughout the year.

Person Responsible

Frankie Harvey

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Data from the ePDC concerning attendance and follow up, as well as classroom observation notes will be used to monitor the fidelity of implementation of this strategy.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Data from FSA, FSAA, and STAR math will show that student achievement toward achieving proficiency on grade level FL math standards will increase at all grade levels.

Person Responsible

Nick Weaver

Schedule

Triannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student data from FSA, Alternate Assessment, and STAR math will be reviewed as it becomes available.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M394160	Attendance reports will be generated monthly, quarterly, and annually to recognize students with...	Harvey, Frankie	8/23/2017	Attendance reports	5/23/2018 annually
G2.MA1 M394165	Science report card grades and FCAT 2.0 for fifth grade.	Weaver, Nick	8/10/2017	Student data will show an increase in science grades and FCAT 2.0 proficiency results.	5/23/2018 quarterly
G3.MA1 M394186	Student data from FSA/ELA, Florida Standards Alternate Assessment, and STAR Reading will be used to...	Tillman, Susan	8/10/2017	The last administration of the following assessments will be reviewed to determine success of this strategy: STAR Reading, FSA/ELA, and Florida Standards Alternate Assessment.	5/23/2018 triannually
G4.MA1 M394201	FSA Mathematics, Florida Standards Alternate Assessment, and STAR math data will be reviewed...	Tillman, Susan	8/10/2017	Assessment data will be collected and reviewed throughout the year to monitor progress toward meeting the math goal.	5/23/2018 triannually
G1.B1.S1.MA1 M394156	Attendance reports will be generated quarterly and absences will be monitored by data team.	Tillman, Susan	8/10/2017	Attendance printouts	5/23/2018 quarterly
G1.B1.S1.MA1 M394157	Teachers will document communications with parents regarding attendance in the "Communications" tab...	Weaver, Nick	8/10/2017	Communication reports from FOCUS	5/23/2018 annually
G1.B1.S1.A1 A367384	Teachers will call parents when students are absent for 3 consecutive days.	Weaver, Nick	8/10/2017	Communication Logs	5/23/2018 annually
G2.B1.S1.MA1 M394161	Acquisition of grade level appropriate science vocabulary.	Tillman, Susan	8/10/2017	Students will show acquisition of grade level appropriate science vocabulary as evidenced through report card grades and FCAT 2.0 5th grade science results.	5/23/2018 quarterly
G2.B1.S1.MA1 M394162	Implementation of hands - on science inquiry lessons.	Weaver, Nick	8/10/2017	Lesson plans will show the implementation of hands - on science inquiry.	5/23/2018 quarterly
G2.B1.S1.A1 A367389	Students will have multiple opportunities to participate in science inquiry and hands - on...	Weaver, Nick	8/10/2017	Teacher lesson plans and classroom observations.	5/23/2018 quarterly
G3.B1.S1.MA1 M394166	Classroom lesson plans, walk through and observation notes	Weaver, Nick	8/10/2017	Lesson plans & Evaluations	5/23/2018 semiannually
G3.B1.S1.MA1 M394167	Principal will observe daily read aloud lessons and monitor lesson plans	Weaver, Nick	8/10/2017	Lesson plans will be collected at the end of 2017-2018. Walk through and observation notes will be reflected in classroom teachers' evaluations.	5/23/2018 semiannually
G3.B1.S1.A1 A367391	Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud...	Weaver, Nick	8/10/2017	Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.	5/23/2018 daily
G3.B2.S1.MA1 M394182	Success of this strategy will be determined by an increase in the number of parents involved in...	Harvey, Frankie	8/10/2017	The percent of parents that where involved in their child's education through school provided activities will be reported to the SAC members.	5/23/2018 annually
G3.B2.S1.MA1 M394183	Review sign in sheets that document parent participation in parent involvement activities. Review...	Harvey, Frankie	8/10/2017	The number of parents in attendance as documented by sign in sheets. Volunteer hours documented through the School Check-In computer program.	5/23/2018 annually

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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 A367399	Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer...	Weaver, Nick	8/10/2017	Sign in sheets documenting parent attendance at Parent Nights, Title I Parent Nights for Literacy, Open House, parent / teacher conferences, and monthly parent newsletters.	5/23/2018 annually
G4.B1.S1.MA1 M394187	Individual student report card grades, FSA, Florida Standards Alternate Assessment, and STAR math...	Weaver, Nick	8/10/2017	Randomly selected student report cards will be reviewed and data from FSA, Florida Standards Alternate Assessment, and STAR math will be reviewed as available.	5/23/2018 semiannually
G4.B1.S1.MA1 M394188	Administrators will review lesson plans and observe classrooms during math instruction through out...	Weaver, Nick	8/10/2017	Lesson plans and classroom observation notes.	5/23/2018 semiannually
G4.B1.S1.A1 A367401	All teachers' schedules will allow for at least 90 minutes of math instruction daily.	Weaver, Nick	8/10/2017	Lesson plans will document 90 minutes of math instruction in all classrooms. Classroom observations will verify the 90 minutes of instructions.	5/23/2018 daily
G4.B2.S1.MA1 M394197	Student data will show an increase in the number of students proficient in meeting the grade level...	Weaver, Nick	8/10/2017	Student data from FSA and STAR Math will be used to monitor effectiveness of this strategy.	5/23/2018 annually
G4.B2.S1.MA1 M394198	Parent Sign-In sheets will be collected for all Parent Night events. Annual climate survey will...	Harvey, Frankie	8/10/2017	Sign in sheets and climate survey data.	5/23/2018 annually
G4.B2.S1.A1 A367406	Parent Education Night events will be held to provide parents with educational activities and...	Weaver, Nick	8/10/2017	Parent sign in sheets and a grade level agendas will be collected during Parent Education Night events. Teachers will document parent conferences.	5/23/2018 annually
G4.B3.S1.MA1 M394199	Data from FSA, FSAA, and STAR math will show that student achievement toward achieving proficiency...	Weaver, Nick	8/10/2017	Student data from FSA, Alternate Assessment, and STAR math will be reviewed as it becomes available.	5/23/2018 triannually
G4.B3.S1.MA1 M394200	Attendance will be monitored using ePDC and implementation of practices will be observed by the...	Harvey, Frankie	8/10/2017	Data from the ePDC concerning attendance and follow up, as well as classroom observation notes will be used to monitor the fidelity of implementation of this strategy.	5/23/2018 annually
G4.B3.S1.A1 A367407	Vertical Math Team members will meet during the summer for planning and during the year to increase...	Harvey, Frankie	8/10/2017	Attendance and follow up activities of the professional development activities will be kept through the ePDC.	5/23/2018 annually
G1.B1.S2.A1 A367385	Administration will contact the child's parent after 10 unexcused absences and will be invited to...	Weaver, Nick	8/10/2017	Communication logs and contracts	5/23/2018 annually
G2.B1.S2.MA1 M394163	Science report card grades and FCAT 2.0 Science results.	Weaver, Nick	8/10/2017	Increase in student performance as shown by report card grades and students scoring at or above proficiency as measured by FCAT 2.0.	5/23/2018 quarterly
G2.B1.S2.MA1 M394164	Discussion of implementation during grade level meetings.	Weaver, Nick	8/10/2017	Teachers' Lesson Plans	5/23/2018 monthly
G2.B1.S2.A1 A367390	Students will have the opportunity to use technology to increase their science vocabulary.	Weaver, Nick	8/10/2017	Teachers' Lesson Plans and Classroom Observations	5/23/2018 semiannually
G3.B1.S2.MA1 M394168	FSA, and STAR reading student data will be reviewed. A higher percentage of students scoring at or...	Tillman, Susan	8/10/2017	A notebook will be completed for the School Administration and SAC members that contains related data.	5/23/2018 annually
G3.B1.S2.MA1 M394169	Classroom walk through and observations notes and conferences will be used to monitor the...	Tillman, Susan	8/10/2017	Classroom walk through and observations noted in teachers' evaluations.	5/23/2018 semiannually
G3.B1.S2.A1 A367392	Working word walls will be incorporated into every classroom throughout the school setting.	Tillman, Susan	8/10/2017	Observations will note that working word walls have been implemented into classroom instruction.	5/23/2018 semiannually






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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.MA1 M394184	An increase in parent participation of school wide activities will be noted through our schools...	Harvey, Frankie	8/10/2017	Climate survey data concerning parent participation in school wide activities.	5/23/2018 annually
G3.B2.S2.MA1 M394185	Handlers (folders) will be provided to all students at Open House and all new students upon...	Harvey, Frankie	8/10/2017	Monthly Parent Newsletters and a copy of the Parent/Student Handler (folder)	5/23/2018 monthly
G3.B2.S2.A1 A367400	Parent Handler (folder), Handbook and Monthly Parent Newsletter	Harvey, Frankie	8/10/2017	Handler (folder) and Newsletters	5/23/2018 monthly
G4.B1.S2.MA1 M394189	Student achievement toward mastery of the grade level FL standards math curriculum will be reviewed...	Tillman, Susan	8/10/2017	Student usage reports will be reviewed as information becomes available through out the school year.	5/23/2018 triannually
G4.B1.S2.MA1 M394190	Classroom teachers' lesson plans will note the implementation of educational technology such as:...	Tillman, Susan	8/10/2017	Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.	5/23/2018 semiannually
G4.B1.S2.A1 A367402	Classroom teachers will use available educational technology to support and enhance the FL math...	Tillman, Susan	8/10/2017	Teacher lesson plans and classroom observation notes will show evidence of the use of educational technology to enhance and differentiate math instruction.	5/23/2018 semiannually
G1.B1.S3.MA1 M394158	Attendance reports will be reviewed quarterly by the Data team.	Weaver, Nick	8/10/2017	Attendance reports	5/23/2018 quarterly
G1.B1.S3.MA1 M394159	Attendance reports will be reviewed quarterly by Data team.	Weaver, Nick	8/10/2017	Attendance reports	5/23/2018 quarterly
G1.B1.S3.A1 A367386	Monthly Perfect Attendance certificates will be sent home.	Harvey, Frankie	8/23/2017	Monthly attendance printouts	5/23/2018 monthly
G1.B1.S3.A2 A367387	Students will receive attendance ribbons quarterly for perfect attendance.	Harvey, Frankie	8/10/2017	Attendance printouts and report cards	5/23/2018 quarterly
G1.B1.S3.A3 A367388	Students with perfect attendance for the entire school year will be recognized at the end of the...	Harvey, Frankie	8/10/2017	End of the Year Awards Sheet	5/23/2018 annually
G3.B1.S3.MA1 M394170	FSA, Alternate Assessment, and STAR reading student data will be reviewed.	Weaver, Nick	8/10/2017	Student data from FSA/ELA, Alternate Assessment, and STAR reading, will be used to determine if this strategy was successful in achieving the goal. STAR reading Assessment will be monitored at least 3 times a year. FSA/ELA/ Alternate Assessment will be reviewed annually as the data is available.	5/23/2018 triannually
G3.B1.S3.MA1 M394171	Classroom walk through and observation notes, as well as data from STAR Reading Assessments with...	Weaver, Nick	8/10/2017	Lesson plans, classroom walk through, observation notes and STAR data.	5/23/2018 triannually
G3.B1.S3.A1 A367393	Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in...	Tillman, Susan	8/10/2017	Classroom walk through & observation notes, as well as individual lesson plans	5/23/2018 semiannually
G4.B1.S3.MA1 M394191	The effectiveness of this strategy will be reflected in the number of students who show proficiency...	Weaver, Nick	8/10/2017	Student data will be reviewed as it becomes available.	5/23/2018 semiannually
G4.B1.S3.MA1 M394192	Classroom teachers' lesson plans will note implementation of the "High Yield Routine" activities,...	Weaver, Nick	8/10/2017	Classroom Lesson plans and select student journals will be collected at the end of the school year and reviewed during teacher evaluations.	5/23/2018 semiannually
G4.B1.S3.A1 A367403	All general education teachers will be provided with the book "High Yield Routines" and implement a...	Weaver, Nick	8/10/2017	Lesson plans, classroom observations, and student journals will document the implementation of these routines daily.	5/23/2018 daily
G3.B1.S4.MA1 M394172	FSA, Alternate Assessment, and STAR reading student data will be reviewed.	Tillman, Susan	8/10/2017	Student data from FSA, Alternate Assessment, and STAR reading will be used to determine if this strategy was	5/23/2018 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				successful in achieving the goal. STAR reading will be monitored at least 3 times a year. FSA/Alternate Assessment will be monitored 1 time a year.	
G3.B1.S4.MA1 M394173	Student data reviews will be used to determine student achievement as well as the students time...	Tillman, Susan	8/10/2017	Student data concerning time of students' use of school's educational technology and increased student achievement data .	5/23/2018 quarterly
G3.B1.S4.A1 A367394	Students will be provided with daily opportunities to practice differentiated grade level reading...	Tillman, Susan	8/10/2017	STAR reading assessments, FSA, and Alternate Assessment will be used to monitor success toward meet the goal.	5/23/2018 daily
G4.B1.S4.MA1 M394193	Classroom walk through and observations will be done and teacher conferences will take place as...	Weaver, Nick	8/10/2017	Lesson plans and accommodation forms will be collected annually and discussed with teachers.	5/23/2018 quarterly
G4.B1.S4.MA1 M394194	Classroom Teachers lesson plans will be monitored to ensure data driven instruction. Teachers will...	Harvey, Frankie	8/10/2017	Lesson plans and accommodation forms will be collected at the end of the school year and reviewed with teachers individually.	5/23/2018 semiannually
G4.B1.S4.A1 A367404	All classroom teachers will review the data from STAR Math Assessments to drive instruction at...	Harvey, Frankie	8/10/2017	Math lesson plans will be adjusted based on assessment data.	5/23/2018 triannually
G3.B1.S5.MA1 M394174	Acquisition of grade level appropriate vocabulary.	Tillman, Susan	8/10/2017	Students will show acquisition of grade level vocabulary as evidenced through STAR Reading, FSA Reading, and Alternate Assessment.	5/23/2018 triannually
G3.B1.S5.MA1 M394175	Use of Time For Kids at all grade levels to enrich vocabulary development.	Tillman, Susan	8/10/2017	Lesson plans will show use of the student magazine to enrich vocabulary development.	5/23/2018 triannually
G3.B1.S5.A1 A367395	Time for Kids will be purchased for students at all grade levels and used to enrich vocabulary...	Tillman, Susan	8/10/2017	Lesson Plans will show the use of Time for Kids for vocabulary enrichment.	5/23/2018 weekly
G4.B1.S5.MA1 M394195	Students' assessments and mastery toward IEP goals will be used to monitor the effectiveness of...	Harvey, Frankie	8/10/2017	Students' assessments and IEP's will be collected and reviewed annually by the school's IEP team to monitor the effectiveness of the inclusion model as a strategy for student progress toward meeting their grade level standards and IEP goals.	5/23/2018 annually
G4.B1.S5.MA1 M394196	Classroom observations will be done to monitor the implementation of this strategy, as well as a...	Harvey, Frankie	8/10/2017	Classroom observation notes will be collected as evidence of monitoring the implementation of this strategy.	5/23/2018 semiannually
G4.B1.S5.A1 A367405	Students identified with learning disabilities (language, autism, and/or specific learning...	Harvey, Frankie	8/10/2017	Students' assessments using FSA and STAR Math will be used to show implementation of this strategy and it's success.	5/23/2018 daily
G3.B1.S6.MA1 M394176	Effectiveness will be judged using the program's criteria for successful implementation of the...	Weaver, Nick	8/10/2017	Odyssey of the Mind criteria and successful implementation by the team.	5/23/2018 annually
G3.B1.S6.MA1 M394177	The school administration will provide support for the implementation of Odyssey of the Mind...	Weaver, Nick	8/10/2017	Creation of the Odyssey of the Mind's student team's project will serve as evidence.	5/23/2018 weekly
G3.B1.S6.A1 A367396	Targeted students will participate in an after school enrichment activity through Odyssey of the...	Seidler, Amy	8/10/2017	The students attendance, created project , and attendance at the FL Odyssey Conference will serve as evidence.	5/23/2018 weekly
G3.B1.S7.MA1 M394178	During each student's annual IEP meeting, the progress toward meeting FL grade level standards and...	Harvey, Frankie	8/10/2017	Review of each student's IEP and assessment information will be done annually to determine adequate academic progress in FL ELA standards.	5/23/2018 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S7.MA1  M394179	Students' progress toward meeting the FL grade level standards in ELA will be monitored at least 3...	Harvey, Frankie	8/10/2017	Students' assessment reports will be collected to monitor progress toward meeting FL grade level standards in ELA.	5/23/2018 triannually
G3.B1.S7.A1  A367397	Students identified with learning disabilities in the areas of language,autism, other health...	Harvey, Frankie	8/10/2017	Student assessments on grade level FL Standards, STAR Reading, and iReady will provide evidence of students' mastery toward grade level standards in ELA.	5/23/2018 daily
G3.B1.S8.MA1  M394180	Students' "Cold Read" grades and STAR Reading scores will be reviewed tri-annualiy to to check for...	Tillman, Susan	8/10/2017	"Cold Read" grades and STAR Reading ELA scores will be collected to evidence effectiveness of strategy.	5/23/2018 triannually
G3.B1.S8.A1  A367398	Students in third-fifth grade that are not mastering grade level ELA skills will receive additional...	Tillman, Susan	9/20/2017	Students will show an increase in their grade level ELA reading scores through classroom "Cold Read" grades and STAR Reading Assessment scores.	5/23/2018 daily
G3.B1.S8.MA1  M394181	Students participating in the reading remediation instruction will be monitored through the use of...	Tillman, Susan	8/10/2017	Cold Read scores and an improvement in the number of grade level skills mastered as evidence by STAR Reading scores.	6/23/2018 triannually

V. Professional Development Opportunities

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

G3. Increase the percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment.

G3.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text; Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.

G3.B1.S2 Every classroom will utilize a working word wall for acquisition of grade level appropriate vocabulary.

PD Opportunity 1

Working word walls will be incorporated into every classroom throughout the school setting.

Facilitator

Lauralee Mitchell - KAGAN Strategies

Participants

KAGAN structures will be presented throughout the school year to provide teachers with strategies that can be implemented throughout the ELA curriculum.

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

G3.B1.S3 Teachers will implement Florida ELA Standards: Harcourt Journeys, Unique Curriculum, Renaissance Learning, LDC Modules, Expanding Expressions, written text based response to reading across the curriculum, cold read, chunking strategies for reading understanding, vocabulary illustration, word games, as well as using the grade level vocabulary in communication and in writing.

PD Opportunity 1

Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCSB curriculum and FSA/ELA Standards into their lesson plans across the curriculum.

Facilitator

Beth Mims - Writing Training for Elementary

Participants

3rd, 4th and 5th grade ELA teachers will participate in this training to better understand the application of FSA Writing rubric, the cognitive complexity of the writing task and how it impacts instruction, and to help plan for instruction based on student writing samples.

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

G4. Increase the percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment.

G4.B1 Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices

G4.B1.S2 Continue to use educational technology such as IXL Math, Moby Max, and Accelerated Math to enhance the math curriculum and assist in providing differentiated instructional practice in math at all grade levels.

PD Opportunity 1

Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.

Facilitator

Kerry Adams and Judy Paris

Participants

Teachers in grades 3-5

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

G4.B1.S4 Teachers will review available data (STAR Math) to drive instruction at least 3 times per year.

PD Opportunity 1

All classroom teachers will review the data from STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.

Facilitator

Christina Nall, Linda Simurra, and Nicholas Weaver

Participants

Classroom Teachers

Schedule

Triannually, from 8/10/2017 to 5/23/2018

G4.B3 Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings.

G4.B3.S1 Vertical Math Team: Grade level representatives will be provided with training throughout the year on "Best Practices" in teaching differentiated math lessons.

PD Opportunity 1

Vertical Math Team members will meet during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.

Facilitator

Lori Sandgren

Participants

Grade level representatives on the school's Vertical Math Team

Schedule

Annually, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will call parents when students are absent for 3 consecutive days.				\$0.00
2	G1.B1.S2.A1	Administration will contact the child's parent after 10 unexcused absences and will be invited to attend an MTSS / Rtl attendance meeting to develop an Attendance Contract.				\$0.00
3	G1.B1.S3.A1	Monthly Perfect Attendance certificates will be sent home.				\$0.00
4	G1.B1.S3.A2	Students will receive attendance ribbons quarterly for perfect attendance.				\$0.00
5	G1.B1.S3.A3	Students with perfect attendance for the entire school year will be recognized at the end of the school year and will receive a medal.				\$0.00
6	G2.B1.S1.A1	Students will have multiple opportunities to participate in science inquiry and hands - on activities.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	General Fund		\$1,200.00
			Notes: Safari Man, Science on the Move, Gulf Speciman, PLT presentors, PLT activities, FSU Travel Planetarium			
7	G2.B1.S2.A1	Students will have the opportunity to use technology to increase their science vocabulary.				\$3,895.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title I, Part A		\$2,295.00
			Notes: Brain Pop			
			0091 - Shadeville Elementary School	Title I, Part A		\$1,600.00
			Notes: Discovery Education/United Streaming			
8	G3.B1.S1.A1	Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.				\$0.00
9	G3.B1.S2.A1	Working word walls will be incorporated into every classroom throughout the school setting.				\$0.00
10	G3.B1.S3.A1	Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCSB curriculum and FSA/ELA Standards into their lesson plans across the curriculum.				\$0.00
11	G3.B1.S4.A1	Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.				\$7,873.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0091 - Shadeville Elementary School	General Fund		\$7,340.00
			<i>Notes: Renaissance Learning: \$7,340.00</i>			
			0091 - Shadeville Elementary School	General Fund		\$533.00
			<i>Notes: Moby Max: \$533.00</i>			
12	G3.B1.S5.A1	Time for Kids will be purchased for students at all grade levels and used to enrich vocabulary development.				\$2,005.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title I, Part A		\$2,005.00
			<i>Notes: Time for Kids: \$ 2,005.00</i>			
13	G3.B1.S6.A1	Targeted students will participate in an after school enrichment activity through Odyssey of the Mind.				\$135.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	General Fund		\$135.00
			<i>Notes: Odyssey of the Mind: \$ 135.00</i>			
14	G3.B1.S7.A1	Students identified with learning disabilities in the areas of language,autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.				\$0.00
15	G3.B1.S8.A1	Students in third-fifth grade that are not mastering grade level ELA skills will receive additional instruction in vocabulary development and locating key ideas and details during reading comprehension.				\$14,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School			\$14,560.00
			<i>Notes: Part Time Resource Teacher \$14,560.00</i>			
16	G3.B2.S1.A1	Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title I, Part A		\$1,200.00
			<i>Notes: Story Teller (3 student sessions & parent event) \$1,000.50</i>			
			0091 - Shadeville Elementary School	Title I, Part A		\$500.00
			<i>Notes: BINGO for Science Books Parent Night \$500.00</i>			
17	G3.B2.S2.A1	Parent Handler (folder), Handbook and Monthly Parent Newsletter				\$700.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title I, Part A		\$700.00
			<i>Notes: School Student Handlers / Title I Parent Involvement \$700.00</i>			
18	G4.B1.S1.A1	All teachers' schedules will allow for at least 90 minutes of math instruction daily.				\$236.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title, I Part A		\$236.00
			<i>Notes: Math Resource Folders</i>			
19	G4.B1.S2.A1	Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.				\$2,415.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	General Fund		\$2,415.00
			<i>Notes: IXL Math \$ 2,415.00</i>			
20	G4.B1.S3.A1	All general education teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines. Shadeville's self-contained ESE classrooms implement the Unique Curriculum to strengthen math concepts and applications.				\$0.00
21	G4.B1.S4.A1	All classroom teachers will review the data from STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.				\$0.00
22	G4.B1.S5.A1	Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's IEP team. Florida Standards will serve as the foundation for instruction of all SWDs, including those with a significant cognitive disability.				\$0.00
23	G4.B2.S1.A1	Parent Education Night events will be held to provide parents with educational activities and websites they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.				\$1,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title I, Part A		\$1,750.00
			<i>Notes: Supplies for Parent Education Night activities</i>			
24	G4.B3.S1.A1	Vertical Math Team members will meet during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.				\$1,400.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Shadeville Elementary School	Title I, Part A		\$1,400.00
			<i>Notes: Professional Development / Vertical Math Team: \$1,400.00</i>			
					Total:	\$37,869.00