

Wakulla County Schools

Shadeville Elementary School



2018-19 Schoolwide Improvement Plan

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Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	87%
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	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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, informative, and expository compositions 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.

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.

School Leadership Team

Membership

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

Name	Title
Weaver, Nick	Principal
Smith, Autumn	Teacher, K-12
Beard, Carrie	Teacher, K-12
Reeves, Kay	Teacher, K-12
Kerce, Sharon	Teacher, K-12
Hunter , Michelle	Teacher, K-12
Paris, Judith	Teacher, K-12
Jamison, Susan	Instructional Media
Tillman, Susan	Instructional Coach
Harvey, Frankie	Assistant Principal
Redfern, Jennifer	Teacher, ESE
Simurra, Linda	School Counselor

Duties

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

Principal / Assistant 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 an 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.

Early Warning Systems

Year 2017-18

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	24	11	19	17	16	17	0	0	0	0	0	0	0	104
One or more suspensions	0	0	4	6	6	1	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	2	8	13	9	2	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	17	16	26	0	0	0	0	0	0	0	59

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	6	14	11	8	0	0	0	0	0	0	0	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	3	0	5	3	1	0	0	0	0	0	0	0	24
Retained Students: Previous Year(s)	24	4	4	1	0	0	0	0	0	0	0	0	0	33

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains of the Lowest 25% improved from 49% in 16-17 to 55% in 17-18 but remained below the targeted goal.

Which data component showed the greatest decline from prior year?

Science FCAT 2.0 scores decreased by 10% from the 16-17 SY to the 17-18 SY.

Which data component had the biggest gap when compared to the state average?

4th Grade Math proficiency was 4% below the state average.

Which data component showed the most improvement? Is this a trend?

ELA Learning Gains increased by 8% from the 16-17 SY to the 17-18 SY.

Describe the actions or changes that led to the improvement in this area.

Teachers implemented, with fidelity, Kagan structures to increase student engagement and hold students accountable for their learning. Resources such as iReady, Moby Max, Expanding Expressions, and STAR were utilized by all grades (K-5). Resources, and other academic supports, were provided by the Instructional Coach throughout the school year. A Part-Time Reading Remediation teacher provided intensive instruction to students in grades 3-5 in need of additional supports.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	64%	56%	57%	59%	52%
ELA Learning Gains	67%	59%	55%	55%	58%	52%
ELA Lowest 25th Percentile	55%	49%	48%	51%	51%	46%
Math Achievement	68%	64%	62%	69%	65%	58%
Math Learning Gains	74%	60%	59%	69%	63%	58%
Math Lowest 25th Percentile	56%	51%	47%	58%	47%	46%
Science Achievement	56%	64%	55%	73%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (20)	11 (13)	19 (20)	17 (15)	16 (13)	17 (15)	104 (96)
One or more suspensions	0 (2)	0 (2)	4 (0)	6 (1)	6 (1)	1 (0)	17 (6)
Course failure in ELA or Math	0 (0)	2 (2)	8 (2)	13 (4)	9 (1)	2 (3)	34 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (2)	16 (13)	26 (23)	59 (38)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	66%	0%	57%	9%
	2017	69%	65%	4%	58%	11%
Same Grade Comparison		-3%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	65%	59%	6%	56%	9%
	2017	57%	57%	0%	56%	1%
Same Grade Comparison		8%				
Cohort Comparison		-4%				
05	2018	61%	61%	0%	55%	6%
	2017	59%	58%	1%	53%	6%
Same Grade Comparison		2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	65%	-2%	62%	1%
	2017	53%	59%	-6%	62%	-9%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	58%	54%	4%	62%	-4%
	2017	66%	62%	4%	64%	2%
Same Grade Comparison		-8%				
Cohort Comparison		5%				
05	2018	79%	66%	13%	61%	18%
	2017	79%	69%	10%	57%	22%
Same Grade Comparison		0%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	57%	62%	-5%	55%	2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	54	40	43	54	38	31				
BLK	53	41		52	71		36				
HSP	40			60							
MUL	62			46							
WHT	69	69	55	72	75	48	60				
FRL	57	74	67	60	70	58	47				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	41	15	50	83	71	47				
BLK	50	56		38	67						
WHT	64	61	52	69	76	64	70				
FRL	53	53	48	50	69	66	59				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase the percent of students scoring at or above the state proficiency level on FCAT 2.0 Science Assessment.

Rationale During the 2017-2018 school year, the number of students scoring at or above the state proficiency level on the Science FCAT 2.0 Assessment decreased from 66% to 56%.

Intended Outcome During the 2018-2019 school year, 58% of students in grade 5 will score at or above the state proficiency level on the Science FCAT 2.0 Assessment.

Point Person Nick Weaver (nicholas.weaver@wcsb.us)

Action Step

Description Students will have the opportunity throughout the school year to participate in multiple hands-on science activities in the classroom and during Project Learning Tree activities. Teachers will utilize the new Florida Science HM textbook, online resources, and curriculum guide to teach grade level standards. Fifth grade teachers will also utilize Study Island, an online computer program, to enhance science lessons and increase assessment proficiency. All students will have the opportunity to use technology to increase their science vocabulary and understanding of the scientific process. The Instructional Coach will provide rigorous, grade level appropriate, non fiction Science materials for teachers to incorporate into the their ELA instruction.

Person Responsible Nick Weaver (nicholas.weaver@wcsb.us)

Plan to Monitor Effectiveness

Description Effectiveness will be monitored through classroom walk-throughs and observations, the implementation of hands-on science inquiry lessons, acquisition of grade level appropriate science vocabulary, discussion of implementation during grade level meetings and common planning meetings (grade-level , science report card grades and FCAT 2.0 Science results.

Person Responsible Nick Weaver (nicholas.weaver@wcsb.us)

Activity #2	
Title	Increase the percent of students scoring at or above the state proficiency level on FSA ELA.
Rationale	During the 2017-2018 school year, 66% of students in grades 3-5 scored at or above the state proficiency level, 67% of students in grades 4-5 made learning gains, and 55% of students in the lowest quartile in grades 4-5 made learning gains on the Florida Standards ELA Assessment.
	During the 2018-2019 school year, 68% of students in grades 3-5 will score at or above the state proficiency level on the Florida Standards ELA Assessment.
Intended Outcome	During the 2018-2019 school year, 69% of students in grades 4-5 will make learning gains on the Florida Standards ELA Assessment.
	During the 2018-2019 school year, 57% of students in the lowest quartile in grades 4-5 will make learning gains on the Florida Standards ELA Assessment.
Point Person	Nick Weaver (nicholas.weaver@wcsb.us)
Action Step	
Description	All teachers will focus on student engagement and text complexity. Common Boards will display I Can statements, lesson standards, essential questions, Kagan activities, and daily agendas. Teachers will adhere to the Wakulla County ELA Pacing Guide to insure all ELA standards are implemented and District Standards Based Assessments (DSBA) are conducted. Teachers will utilize resources such as, Harcourt Journeys, Unique, Renaissance Learning, Expanding Expressions, Ready Teacher Toolbox, and STAR reading, to provide standards based instruction. Students will have opportunities to practice ELA standards through the use of the following educational programs: Accelerated Reader, Moby Max, iReady, Harcourt Think Central, Brain Pop, Brain Pop Jr., ConnectED-Social Studies, and IXL. Kagan structures will be implemented to encourage students to work cooperatively, promote teamwork, hold students accountable for their individual contribution, and provide differentiated levels of engagement. Teachers will incorporate Science and Social Studies into the 90 minute ELA block and teach strategies to help students better understand nonfiction texts. The Instructional Coach will provide Science and Social Stories resources for teachers to incorporate into the reading block. Vertical teaming will take place throughout the school year and Odyssey of the Mind will be implemented as an after-school enrichment program. Students identified with a learning disability (language, autism, other health impairment, and/or specific learning disability) will receive instruction through an inclusion model setting when appropriate as deemed by the school's Child Study Team. A part-time reading remediation teacher, provided by Title I funds, will provide intensive instruction to students in grades 3-5 who need additional support with vocabulary development, key ideas and details, integration of knowledge and craft and structures.
Person Responsible	Nick Weaver (nicholas.weaver@wcsb.us)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through classroom walk-throughs and observations throughout the school year. During walk-throughs and observations, administrators will review lesson plans, observe instruction, observe student engagement and interaction, and ensure Florida Standards are being taught with fidelity. Lesson plans will indicate the

implementation of Kagan strategies and District Standards Based Assessments (DSBA). Student Data from FSA, FSAA, STAR Reading, STAR Early Literacy, DSBAs, and student grades will be used to monitor effectiveness and differentiate instruction to meet the needs of all students. FLKRS will be administered within the for 30 days to all KG students and data will be used to identify students in need of interventions and remediation. Teachers will record accommodations provided to students per their IEP or 504 Plan on their accommodation log.

Person Responsible Nick Weaver (nicholas.weaver@wcsb.us)

Activity #3	
Title	Increase the percent of students scoring at or above the state proficiency level on FSA Mathematics.
Rationale	During the 17-18 school year, 68% of students in grades 3-5 scored at or above the state proficiency level, 74% of students in grades 4-5 made learning gains, and 56% of students in the lowest quartile in grades 4-5 made learning gains on the Florida Standards Mathematics Assessment.
	During the 2018-2019 school year, 70% of students in grades 3-5 will score at or above the state proficiency on the Florida Standards Mathematics Assessment.
Intended Outcome	During the 2018-2019 school year, 76% of students in grades 4-5 will make learning gains on the Florida Standards Mathematics Assessment.
	During the 2018-2019 school year, 58% of students in the lowest quartile in grades 4-5 will make learning gains on the Florida Standards Mathematics Assessment.
Point Person	Nick Weaver (nicholas.weaver@wcsb.us)
Action Step	
Description	All classrooms will provide a minimum of 60 minutes per day to the instruction of grade level FL math standards. Educational technology such as IXL Math, Moby Max, and Accelerated Math will be used to enhance the math curriculum and assist in providing differentiated instructional practice in math at all grade levels. Students will participate daily in "The High Yield Routines" and keep a math journal and /or notebook at all grade levels. Teachers will review available data (STAR Math) to drive instruction at least 4 times per year and participate in vertical teaming to help close gaps from one grade to the next. 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. Kagan strategies will be implemented throughout math instruction at all grade levels to enhance student motivation, provide opportunities for cooperative learning activities, and increase student achievement.
Person Responsible	Nick Weaver (nicholas.weaver@wcsb.us)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through classroom walk-throughs and observations throughout the school year. During walk-throughs and observations, administrators will review lesson plans, observe instruction, observe student engagement and interaction, and ensure Florida Standards are being taught with fidelity. Lesson plans will indicate the implementation of Kagan strategies and High Yield Routine activities. Student Data from FSA, FSAA, STAR Math, Accelerated Math, and student grades will be used to monitor effectiveness and differentiate instruction to meet the needs of all students. Teachers will record accommodations provided to students per their IEP or 504 Plan on their accommodation log.
Person Responsible	Frankie Harvey (frankie.harvey@wcsb.us)

Activity #4	
Title	Increase the percent of students with disabilities who participate in the general education classroom.
Rationale	At the school level, it is important to identify and prioritize areas of need for inclusive practices that enable all students with disabilities to achieve their highest potential.
Intended Outcome	85% of students with disabilities will participate in the general education classroom for a minimum of 1560 minutes each week.
Point Person	Frankie Harvey (frankie.harvey@wcsb.us)
Action Step	
<p>The school-level Best Practices for Inclusive Education (BPIE) team will complete a school self-assessment process designed to identify priority needs, develop goals, plan improvement strategies, and organize resources to support the implementation of inclusive practices for students with disabilities. The Florida Inclusion Network (FIN) will facilitate and assist during the school-level BPIE process and provide resources and supports to meet the intended outcome.</p>	
Description	<p>Students with disabilities who are currently being serviced in a self-contained classroom will be closely monitored for opportunities to increase their numbers of minutes with non-disabled peers. Currently, all students with disabilities receiving educational services in a self-contained classroom participate in lunch, recess, and special area with non-disabled peers.</p>
Person Responsible	Frankie Harvey (frankie.harvey@wcsb.us)
Plan to Monitor Effectiveness	
Description	The school-level BPIE plan will be aligned with the district's planned short-term and long-term improvement efforts. The school's LEA will monitor Individual Educational Plans (IEPs) and each student's Least Restrictive Environment (LRE), and schedule IEP meetings, when deemed necessary, to ensure students are provided opportunities to receive instruction in an inclusive educational setting.
Person Responsible	Frankie Harvey (frankie.harvey@wcsb.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Parents, families, and other community members are invited and encouraged to attend regularly scheduled School Advisory Council (SAC) meetings as well as Parent Teacher Organization (PTO) meetings. During regularly scheduled SAC Meetings parents and families assist with the planning,

review, and evaluation of the Title I plans, including the SIP, PFEP, and Title I project application. SAC and PTO meetings occur approximately four times per year at varied times to accommodate work schedules. Volunteer orientations are conducted at the start of the school year, and throughout as needed, to recruit and train new volunteers and acquaint stakeholders with the many opportunities to volunteer in the classroom and throughout the school. A Parent Resource Library, housed in the waiting area of the school office, provides parents, families, and other community members with access to school information and educational resources for reading, math, and science. Title I activities take place at least two times each school year and provide valuable insight for parents and families to assist children at home. Other activities and events such as Open House, Bingo for Books, Dad's Day, Mother's Day Tea, KG Circus, Parent / Teacher Conference Nights, Read Across America Week, Donut's for Dad's, Family Literacy Night, and the annual Fall Festival occur throughout the school year and provide parents, families, and other community members with opportunities to be actively involved in their child's education and show support for the school.

PFEP Link

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

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

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.
- * Anti-Bullying guest speaker met with students to discuss bullying issues as part of a county-wide initiative.

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. All Kindergartners are administered the Florida Kindergarten Readiness Screener (FLKRS) and students who are found to have a reading deficiency are remediated according to the District's Reading Plan.

In May, we also assist our fifth-grade students with the transition process. 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 who are in the MTSS/RTI process. Teachers share information concerning students that might benefit from being included in the middle school's 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.

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.

District leadership attends job fairs at the local universities to recruit new teachers. High quality, effective teachers are provided ongoing and individualized professional development to offer support and strategies to increase instructional success which leads to teacher retention and higher student achievement. 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 and instructional coach salaries and educational technology. The funds also provide for professional development, remediation opportunities for targeted students, and parent involvement activities. The community and parents are involved in the development of this plan. This plan is developed in coordination and integration of all applicable federal programs listed below.

Federal Title I, Part A 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 I, Part C-Migrant: PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title I, Part D: The district does not receive Title 1 Part D funds.

Title II: Part A funds are used to fund professional development for teachers based on needs determined by analyzing assessment data.

Title III: The district does not receive Title III funds. However, services for English Language Learners are provided by the district's Student Services department and coordinated through the school level guidance office.

Title IV: Part A funds are used to for professional development for teachers in computer aided instructional programs as well as helps with the implementation of AVID and Kagan structures within the classroom.

Title X- Homeless: 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

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

Students are given real-life situations in the coursework to familiarize themselves with future career opportunities. 4th and 5th grade students have opportunities to receive industry certifications through digital certification tools such as Gaming Essentials and Microsoft Office.

Part V: Budget

Total:

\$39,040.60