Shadeville Elementary School

2019-20 Schoolwide Improvement Plan

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Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

https://ses.wakullaschooldistrict.org/

Demographics

Principal: Timothy Wheeler

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (63%) 2016-17: A (63%) 2015-16: A (62%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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 diverse 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	Job Duties and Responsibilities
Weaver, Nick	Principal	
Alvarez, Raquel	Teacher, K-12	
Reeves, Kay	Teacher, K-12	
Kerce, Sharon	Teacher, K-12	
Hunter , Michelle	Teacher, K-12	
Tillman, Susan	Instructional Coach	
Harvey, Frankie	Assistant Principal	
Redfern, Jennifer	Teacher, ESE	
Simurra, Linda	School Counselor	
McCord, Suzanne	Teacher, K-12	
Parker, Julia	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	108	104	91	107	106	0	0	0	0	0	0	0	615
Attendance below 90 percent	14	12	10	13	9	6	0	0	0	0	0	0	0	64
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	3	2	5	12	9	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	2	26	17	0	0	0	0	0	0	0	45

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	12	7	0	0	0	0	0	0	0	21

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	10	4	1	3	3	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Wednesday 9/11/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	6	14	11	8	0	0	0	0	0	0	0	40

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	6	14	11	8	0	0	0	0	0	0	0	40

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	68%	57%	62%	61%	55%
ELA Learning Gains	64%	59%	58%	59%	61%	57%
ELA Lowest 25th Percentile	43%	47%	53%	49%	55%	52%
Math Achievement	74%	68%	63%	65%	66%	61%
Math Learning Gains	84%	69%	62%	74%	67%	61%
Math Lowest 25th Percentile	70%	52%	51%	64%	55%	51%
Science Achievement	63%	56%	53%	66%	60%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	99 (0)	108 (0)	104 (0)	91 (0)	107 (0)	106 (0)	615 (0)
Attendance below 90 percent	14 (24)	12 (11)	10 (19)	13 (17)	9 (16)	6 (17)	64 (104)
One or more suspensions	0 (0)	1 (0)	0 (4)	0 (6)	1 (6)	1 (1)	3 (17)
Course failure in ELA or Math	0 (0)	3 (2)	2 (8)	5 (13)	12 (9)	9 (2)	31 (34)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (17)	26 (16)	17 (26)	45 (59)

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

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	71%	67%	4%	58%	13%	
	2018	66%	66%	0%	57%	9%	
Same Grade Comparison		5%					
Cohort Comparison							
04	2019	70%	66%	4%	58%	12%	
	2018	65%	59%	6%	56%	9%	
Same Grade Comparison		5%					
Cohort Comparison		4%					
05	2019	64%	61%	3%	56%	8%	
	2018	61%	61%	0%	55%	6%	
Same Grade Comparison		3%					
Cohort Comparison		-1%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	63%	64%	-1%	62%	1%	
	2018	63%	65%	-2%	62%	1%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2019	72%	71%	1%	64%	8%	
	2018	58%	54%	4%	62%	-4%	
Same Grade Comparison		14%					
Cohort Comparison		9%					
05	2019	75%	60%	15%	60%	15%	
	2018	79%	66%	13%	61%	18%	
Same Grade Comparison		-4%					
Cohort Comparison		17%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	60%	53%	7%	53%	7%	
	2018	57%	62%	-5%	55%	2%	
Same Grade Comparison		3%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	61	47	44	72	59	38				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	71	74		68	75						
MUL	63	55		69	91						
WHT	72	64	44	75	85	69	65				
FRL	66	61	38	68	84	84	54				

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				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

4th and 5th grade ELA learning gains decreased from 67% to 64% and 4th and 5th grade learning gains of the lowest quartile decreased from 55% to 43%.

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

4th and 5th grade ELA learning gains of the lowest quartile decreased from 55% to 43%. The rigor of the text and lack of motivation among the students in the lowest quartile are factors that contributed to this decline.

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

Proficiency for 3rd, 4th and 5th Grade ELA lowest quartile was 10 points below the state average. The rigor of the text and lack of motivation among the students in the lowest quartile are factors that contributed to this decline.

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

4th grade math proficiency was 16 points above the state average. Teachers implemented high-yield routines with fidelity and Accelerated Math was utilized by all 4th and 5th grade students.

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

# of 4th and 5th grade students scoring a level 1 on FSA assessments (Math and ELA)

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

1. 5th grade LQ ELA
2. 4th grade LQ ELA
3. 3rd grade math
4. % of students in self-contained classrooms
5. Mental Health curriculum incorporation

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the percent of students scoring at or above the state proficiency level on FCAT 2.0 Science Assessment.
Rationale	During the 2018-2019 school year, the number of students scoring at or above the state proficiency level on the Science FCAT 2.0 Assessment increased from 56% to 63%. We did show improvements on Science proficiency, but we would like to see at least 80% of our students scoring at or above proficiency.

State the measurable outcome the school plans to achieve	During the 2019-2020 school year, 65% of students in grade 5 will score at or above the state proficiency level on the Science FCAT 2.0 Assessment.
Person responsible for monitoring outcome	Nick Weaver (nicholas.weaver@wcsb.us)
Evidence-based Strategy	- Hands-on science activities and classroom projects - Florida Science HM textbook, online resources, and curriculum guide - Study Island - Utilize Instructional Coach - Kagan Structures - Common Boards
Rationale for Evidence-based Strategy	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.

Action Step	
Description	1. Teachers and students will conduct hands-on activities throughout the school year. 2. Teachers will utilize the Florida Science HM textbook, online resources, and curriculum guide to teach grade level standards. 3. 5th grade teachers will utilize Study Island. 4. Administration will insure teachers are provided with adequate computer lab time for students to utilize technology. 5. The Instructional Coach will provide non-fiction, grade level appropriate, Science materials for teachers to incorporate into their ELA Instruction. 6. Common plannings will be be conducted weekly. 7. Kagan Coach will demonstrate Kagan structures during faculty meetings to increase student engagement. 8. Classroom walk-throughs and observations will be conducted throughout the school year. 9. Chapter assessments will be used to monitor progress. 10. Students who do not show mastery of standards on chapter tests will be sent to study hall to work with a teacher on corrections to make sure they understand the material.

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

#2	
Title	Increase the percent of students scoring at or above the state proficiency level on FSA ELA.
Rationale	During the 2018-2019 school year, 71% of students in grades 3-5 scored at or above the state proficiency level, 64% of students in grades 4-5 made learning gains, and 43% of students in the lowest quartile in grades 4-5 made learning gains on the Florida Standards ELA Assessment. With only 43% of our students in the lowest quartile in grades 4-5 making learning gains on the FSA ELA Assessment our average is currently 10% below the state average and will need to be a priority.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, 73% of students in grades 3-5 will score at or above the state proficiency level on the Florida Standards ELA Assessment. During the 2019-2020 school year, 66% of students in grades 4-5 will make learning gains on the Florida Standards ELA Assessment. During the 2019-2020 school year, 51% of students in the lowest quartile in grades 4-5 will make learning gains on the Florida Standards ELA Assessment.
Person responsible for monitoring outcome	Nick Weaver (nicholas.weaver@wcsb.us)
Evidence-based Strategy	- Common Boards - Kagan Structures - Collaborative Planning with Instructional Coach - SIPPs / Rewards - iReady - Utilize Instructional Coach and/or Title I Reading Remediation Teacher - Inclusive/Resource setting for students with disabilities (when appropriate) -Response to Intervention/MTSS process for students needing remediation
Rationale for Evidence-based Strategy	Common Boards are designed to provide students with lesson standards, I Can statements, essential questions, and the daily agenda. Kagan structures will be implemented to encourage students to work cooperatively, promote teamwork, hold students accountable for their individual contribution, and provide differentiated level of engagement. The Instructional coach will provide ELA resources for classroom instruction and Response to Intervention. Student's identified with a learning disability will receive instruction through an inclusion model setting when appropriate, as deemed by the IEP team. A Title I teacher will work with students who need small group support to master English Language Arts standards. The RTI/MTSS process is used to determine which students are in need of tiered support in reading.
Action Step	
Description	1. Common plannings will be be conducted weekly between the instructional coaches and teachers. 2. Instructional Coaches will work with teachers to create and implement daily and long range plans. 3. Instructional Coach will provide non-fiction, grade level appropriate, Science and social studies materials for teachers to incorporate into their ELA Instruction. 4. Kagan Coach will demonstrate Kagan structures during faculty meetings to increase student engagement. 5. Classroom walk-throughs and observations will be conducted throughout the school

year.
6. Provide one planning day per grading period for each grade level.
7. Teachers will incorporate Science and Social Studies into the 90 minute ELA block and teach strategies to help students better understand nonfiction texts.
8. Teachers will review available data (STAR Reading) to drive instruction at least 4 times per year and participate in vertical teaming to help close gaps from one grade to the next.
9. Student data from FSA, FSAA, STAR Reading, STAR Early Literacy, iReady Diagnostics, DSBAs, and student grades will be used to monitor effectiveness and differentiate instruction to meet the needs of all students.
10. Identify students in need of tiered intervention through ongoing data review and provide supports as determined by the district's Response to Intervention process.
11.Supplement, differentiated instruction provided by Title I remediation teacher to address student learning gaps.

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

#3	
Title	Increase the percent of students scoring at or above the state proficiency level on FSA Mathematics.
Rationale	During the 2018-2019 school year, 74% of students in grades 3-5 scored at or above the state proficiency level, 84% of students in grades 4-5 made learning gains, and 70 % of students in the lowest quartile in grades 4-5 made learning gains on the Florida Standards Mathematics Assessment.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, 76% of students in grades 3-5 will score at or above the state proficiency on the Florida Standards Mathematics Assessment. During the 2019-2020 school year, 86% of students in grades 4-5 will make learning gains on the Florida Standards Mathematics Assessment. During the 2019-2020 school year, 72% of students in the lowest quartile in grades 4-5 will make learning gains on the Florida Standards Mathematics Assessment.
Person responsible for monitoring outcome	Nick Weaver (nicholas.weaver@wcsb.us)
Evidence-based Strategy	-Common Boards -Utilize Instructional Coach -Implementation of Kagan Structures -Implementation of High Yield Routines -Utilization of education technology such as: Accelerated Math and Moby Max -Implementation of Harcourt Go Math -ESE Inclusion/Resource teacher for grades K-3 -ESE Inclusion/Resource teacher for grades 4-5 -Title I Remediation Teacher -Response to Intervention/MTSS process
Rationale for Evidence-based Strategy	All classrooms will provide a minimum of 60 minutes per day to the instruction of grade level FL math standards. Educational technology such as 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 to increase critical thinking. 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/resource setting when deemed appropriate by the school's Child Study Team. A Title I teacher will work with students who need small group support to master math standards. 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. The RTI/MTSS process is used to determine which students are in need of tiered support in math. Instructional coaches will be utilized to help teachers create and maintain daily and long range plans.

Action Step	
Description	1. Teachers will attend professional development provided by their instructional coaches on how to implement Accelerated Math and High Yield Routines. 2. Common Planning between the teachers and instructional coaches will be held twice weekly.

3. Teachers and instructional coaches will share a quarterly planning day.

4. Instructional coaches will work with teachers to create daily and long range plans.

5. Effectiveness will be monitored through classroom walk-throughs and observations throughout the 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 Routines.

6. 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.

7. 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.

8. Identify students in need of tiered intervention through ongoing data review and provide supports as determined by the district's Response to Intervention process.

9. Supplemental, differentiated instruction provided by the Title I remediation teacher to address student learning gaps.

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

#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. During the 18-19 school year, 82% of students with disabilities received their instruction in a general education classroom for a minimum of 1560 minutes each week.

State the measurable outcome the school plans to achieve	85% of students with disabilities will participate in the general education classroom for a minimum of 1560 minutes each week.
Person responsible for monitoring outcome	Frankie Harvey (frankie.harvey@wcsb.us)
Evidence-based Strategy	-ESE Inclusion/Resource teacher for grades K-3 -ESE Inclusion/Resource teacher for grades 4-5 -Currently, all students with disabilities receiving educational services in a self-contained classroom participate in lunch, recess, and special area with non-disabled peers.
Rationale for Evidence-based Strategy	The school-level Best Practices for Inclusive Education (BPIE) team will review the 2018-2019 self assessment to identify priority needs, monitor goals, and improvement strategies, utilize 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.

Action Step	
Description	1. The school-level BPIE plan will be reviewed and implemented by the BPIE team. 2. The school's LEA will monitor Individual Education Plans (IEPs) and each students' 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. 3. 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.
Person Responsible	Frankie Harvey (frankie.harvey@wcsb.us)

Additional Schoolwide Improvement Priorities (optional)

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

During the 2018-2019 school year, 26 ICT certificates were earned by 4th and 5th grade students. The goal for the 2019-2020 School Year is for 40 certifications to be earned by 4th and 5th grade students. An after-school program will be provided for students interested in earning certifications. Sessions will take place Monday through Thursday from 3:30 pm to 5:00 pm.

During the 2019-2020 School Year, students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teachers will be trained on Youth Mental Health First Aid, Social and Emotional lessons will take place during special area, and a guest speaker will present to 3rd through 5th grade students.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, 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, Grand Luncheons, 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 the 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.
* Social Emotional Learning lessons take place during physical education.
* 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.

* All employees will receive training in YMHFA or complete Kognito training.

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 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, mentoring through teacher coaches, 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

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.