

Wakulla County Schools

Shadeville Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	21
Budget to Support Goals	0

Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

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

Demographics

Principal: Timothy Wheeler

Start Date for this Principal: 7/1/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 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%)
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 is pending approval by the Wakulla County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Wakulla County School Board.

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 career training, 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, position title, and job duties/responsibilities 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	
Simurra, Linda	School Counselor	
McCord, Suzanne	Teacher, K-12	

Demographic Information

Principal start date

Saturday 7/1/2017, Timothy Wheeler

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 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%)
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 .	

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	97	84	101	107	88	96	0	0	0	0	0	0	0	573
Attendance below 90 percent	28	34	14	10	18	32	0	0	0	0	0	0	0	136
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19

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	0	1	12	0	0	0	0	0	0	0	13

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	6	5	3	4	2	1	21	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/10/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

Based on the most recent FSA data (18-19 school year), 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?

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 with IEPs served inside the self-contained classroom more than 40% of the school day
5. Mental Health of all students, faculty and staff members

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: During the 2018 - 2019 SY (which is the most recent assessment data), the number of students scoring at or above the state proficiency level on Science FCAT 2.0 increased from 56% to 63%. Although the percentage of students scoring at the proficiency level increased, we would like to see at least 80% of our students scoring at or above proficiency.

Measurable Outcome: During the 2020-2021 SY, 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: The following evidence-based strategies will be implemented: hands-on science activities and classroom projects; Florida Science HM textbook, online resources and curriculum guide; Teach Town; Study Island; Kagan structures; common boards; and utilization of Instructional Coach.

Rationale for Evidence-based Strategy: Students will have opportunities throughout the school year to participate in hands-on activities and projects through Project Learning Tree and Science on the Move. Teachers will utilize Florida Science HM textbook, online resources, and curriculum guide to teach grade level standards. Study Island, an online computer program, will be incorporated to enhance science lessons, student engagement and assessment proficiency. All students will have opportunities to use technology to increase their knowledge of science vocabulary and understanding of the scientific process. 4th and 5th grade students will have opportunities to work toward industrial certifications such as Communication Essentials, Gaming Essentials, Computing Essentials, and Cyber Security. The Instructional Coach will assist teachers, when needed, by providing intervention ideas and materials.

Action Steps to Implement

Create a schedule for Project Learning Tree and Science-on-the-Move activities.

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

Ensure teachers have access to Florida Science HM textbook, online resources, and curriculum guide.

Person Responsible Susan Tillman (susan.ptillman@wcsb.us)

5th grade teachers will utilize Study Island.

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

Ensure teachers are provided with adequate computer lab time for students to utilize technology.

Person Responsible Frankie Harvey (frankie.harvey@wcsb.us)

Kagan Coach will demonstrate Kagan Structures during faculty meetings to help teachers increase student interaction and engagement.

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

Classroom walk-throughs and observations will be conducted throughout the school year to ensure standards are being taught.

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

Chapter assessments will be used to monitor student progress and achievement.

Person Responsible Frankie Harvey (frankie.harvey@wcsb.us)

Remediation will be provided when students do not demonstrate mastery of standards.

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

Provide an equitable learning opportunity for students participating in the Wakulla Innovative Education Distance Learning Program by ensuring all teachers are familiar with the basic navigation features of CANVAS, providing access to library materials, mental health resources and services, and including them as members of the school's student body to the greatest extent possible.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: During the 2018 - 2019 SY (which is the most recent FSA data), 71% of students in grades 3 through 5 scored at or above the state proficiency level, 64% of students in 4th and 5th grade made learning gains, and 43% of students in the lowest quartile in grades 4 and 5 made learning gains on the Florida Standards ELA Assessment.

During the 2020-2021 School Year, 73% of students in grades 3-5 will score at or above the state proficiency level on the Florida Standards ELA Assessment.

Measurable Outcome: During the 2020-2021 School Year, 66% of students in grade 5 will make learning gains on the Florida Standards ELA Assessment.

During the 2020-2021 School Year, 51% of students in the lowest quartile in grade 5 will make learning gains on the Florida Standards ELA Assessment.

Person responsible for monitoring outcome: Nick Weaver (nicholas.weaver@wcsb.us)

- Common Boards
- Kagan Structures
- Collaborative Planning with Instructional Coach
- SIPPs / Rewards
- iReady / Ready Teacher Toolbox / Ready Materials
- Harcourt Journey's
- Teach Town
- Moby Max / Brainzy / Freckle / Renaissance 360 / Headsprout
- Scholastic News (2nd Grade) / TFK
- 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 / interventions
- ESE Inclusion / Resource Teacher (K-3)
- ESE Inclusion / Resource Teacher (4-5)

Evidence-based Strategy:

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 and/or Math standards. The RTI/MTSS process is used to determine which students are in need of tiered academic support.

Action Steps to Implement

Instructional Coaches will work with teachers to create and implement daily and long range plans.

Person Responsible Susan Tillman (susan.ptillman@wcsb.us)

Instructional Coach will provide non-fiction, grade level appropriate, science and social studies materials for teachers to incorporate into their ELA Instruction, when needed.

Person Responsible Susan Tillman (susan.ptillman@wcsb.us)

Kagan Coach will demonstrate Kagan structures during faculty meetings to increase student engagement.

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

Effectiveness will be monitored through classroom walk-throughs and observations throughout the school year. Administrators will review lesson plans, observe instruction, observe student engagement and interaction, and ensure Florida Standards are being taught with fidelity.

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

Provide one planning day per grading period for each grade level.

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

Teachers will incorporate Science and Social Studies into the 90 minute ELA block and teach strategies to help students better understand nonfiction texts.

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

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.

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

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.

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

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

Person Responsible Linda Simurra (linda.simurra@wcsb.us)

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

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

Provide an equitable learning opportunity for students participating in the Wakulla Innovative Education Distance Learning Program by ensuring all teachers are familiar with the basic navigation features of CANVAS, providing access to library materials, mental health resources and services, and including them as members of the school's student body to the greatest extent possible.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: During the 2018 - 2019 SY (which is the most recent assessment data), 74% of students in grades 3 through 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.

During the 2020-2021 school year, 76% of students in grades 3-5 will score at or above the state proficiency level on the Florida Standards Mathematics Assessment.

Measurable Outcome: During the 2020-2021 school year, 86% of students in grade 5 will make learning gains on the Florida Standards Mathematics Assessment.

During the 2020-2021 school year, 72% of students in the lowest quartile in grade 5 will make learning gains on the Florida Standards Mathematics Assessment.

Person responsible for monitoring outcome: [no one identified]

- Common Boards
- Utilize Instructional Coach / Teacher Coach
- Implementation of Kagan Structures
- Implementation of High Yield Routines

Evidence-based Strategy:

- Utilization of education technology such as: Freckle and Moby Max
- Ready Teacher Toolbox / Teach Town
- 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 Freckle 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 Steps to Implement

Teachers will attend professional development provided by their instructional coaches on how to implement Freckle Math and High Yield Routines.

Person Responsible Susan Tillman (susan.ptillman@wcsb.us)

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

Person Responsible Susan Tillman (susan.ptillman@wcsb.us)

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.

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

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.

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

Student data from FSA, FSAA, STAR Math, Freckle Math, and student grades will be used to monitor effectiveness and differentiate instruction to meet the needs of all students.

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

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

Person Responsible Linda Simurra (linda.simurra@wcsb.us)

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

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

Provide an equitable learning opportunity for students participating in the Wakulla Innovative Education Distance Learning Program by ensuring all teachers are familiar with the basic navigation features of CANVAS, providing access to library materials, mental health resources and services, and including them as members of the school's student body to the greatest extent possible.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

During the 2019-2020 school year, 99 ICT certificates were earned by 4th and 5th grade students. The goal for the 2020-2021 school year is for 110 certifications to be earned by 4th and 5th grade students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. School Advisory Council (SAC) meetings are the forum for continuous improvement of school operations, programs, events, and meetings. During regularly scheduled SAC meetings, parents and families assist with planning, review, and evaluation of the parent and family engagement plans, including the school improvement plan, and parent and family engagement project application. Parent input is sought, recognized, valued, and strongly considered in the decision-making process, including decisions involving Title 1 programs and funding. In addition, parental feedback is solicited via the annual school climate survey, as well as, at each parental involvement activity hosted by the school, including virtual activities. 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.

A minimum of four virtual Title I events will be held during the school year. These events are designed to provide valuable insight for parents and families to assist children at home. Unfortunately, due to COVID-19, 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 will most likely be postponed.

Shadeville's approach for implementing a school-wide Positive Behavior System includes the use of ARROW tokens. ARROWS are the expectations for all students to follow. Weekly ARROW drawings take place to recognize kids for earning ARROWS throughout the school. Each semester, a pep rally takes place to reward students for making excellent choices, remind students about the importance of making good choices, and encourage more students to make good choices.

Parent Family and Engagement Plan (PFEP) Link

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