

Hillsborough County Public Schools

# Shaw Elementary School



2020-21 Schoolwide Improvement Plan

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# Shaw Elementary School

11311 N 15TH ST, Tampa, FL 33612

[ no web address on file ]

## Demographics

**Principal: Sarah Garcia**

Start Date for this Principal: 6/29/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: F (26%) 2016-17: C (42%) 2015-16: F (27%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	YEAR 1
<b>Support Tier</b>	IMPLEMENTING
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hillsborough 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](http://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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## Shaw Elementary School

11311 N 15TH ST, Tampa, FL 33612

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	94%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	F	C

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<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.**

Shaw Elementary will provide quality instruction that empowers students to be successful and responsible for their learning both in and out of school.

**Provide the school's vision statement.**

Shaw Elementary will be a learning community dedicated to the success of every student.

### 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
Mathurin, Renel	Principal	Responsible for the overall operation of the school with support from the two assistant principal Kesha Sims and Stacie Lonsway and the leadership team.
Sims, Kesha	Assistant Principal	
	Assistant Principal	

### Demographic Information

**Principal start date**

Monday 6/29/2020, Sarah Garcia

**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.*

2

**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.*

6

**Total number of teacher positions allocated to the school**

48

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
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<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	YEAR 1
<b>Support Tier</b>	IMPLEMENTING
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	88	102	87	110	134	72	0	0	0	0	0	0	0	593
Attendance below 90 percent	32	44	23	51	57	28	0	0	0	0	0	0	0	235
One or more suspensions	0	0	0	0	0	2	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	30	24	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	0	28	26	0	0	0	0	0	0	0	54

**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	0	1	0	0	0	0	0	0	0	1

**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	1	4	7	36	2	0	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 10/29/2020

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	1	43	48	33	24	25	0	0	0	0	0	0	0	174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	4	3	11	14	15	0	0	0	0	0	0	0	47

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	21%	52%	57%	24%	52%	55%
ELA Learning Gains	40%	55%	58%	50%	55%	57%
ELA Lowest 25th Percentile	44%	50%	53%	72%	51%	52%
Math Achievement	33%	54%	63%	29%	53%	61%
Math Learning Gains	60%	57%	62%	46%	54%	61%
Math Lowest 25th Percentile	55%	46%	51%	53%	46%	51%
Science Achievement	28%	50%	53%	20%	48%	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	17%	52%	-35%	58%	-41%
	2018	18%	53%	-35%	57%	-39%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	20%	55%	-35%	58%	-38%
	2018	16%	55%	-39%	56%	-40%
Same Grade Comparison		4%				
Cohort Comparison		2%				
05	2019	20%	54%	-34%	56%	-36%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison		3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	54%	-32%	62%	-40%
	2018	15%	55%	-40%	62%	-47%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	39%	57%	-18%	64%	-25%
	2018	19%	57%	-38%	62%	-43%
Same Grade Comparison		20%				
Cohort Comparison		24%				
05	2019	30%	54%	-24%	60%	-30%
	2018	21%	54%	-33%	61%	-40%
Same Grade Comparison		9%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	51%	-29%	53%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	17%	52%	-35%	55%	-38%
Same Grade Comparison		5%				
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	18	42	36	21	65		13				
ELL	16	38	33	35	65	55	22				
BLK	19	34	44	32	56	50	29				
HSP	20	42	41	33	58	56	25				
WHT	18	46		27	77						
FRL	21	40	45	34	60	55	28				
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	18	38	24	17	17	10	37				
ELL	23	39	60	26	38						
BLK	11	18	32	16	26	24	10				
HSP	27	44	47	25	36	10	35				
WHT	29	25		26	29						
FRL	19	29	38	21	30	22	22				
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	7	48	67	11	43	58	25				
ELL	28	40	50	34	43		15				
BLK	20	53	78	23	42	48	14				
HSP	29	48	54	39	49	54	29				
MUL	29			14							
WHT	18	40		35	50						
FRL	24	51	74	29	46	54	20				

**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)	CS&I
OVERALL Federal Index – All Students	43

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	42
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	43
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.**

Reading proficiency and learning gains of the low 25%. Contributing factors were students lack of foundational skills and students lack of authentic engagement in rigorous text.

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

We increased in all areas. Creating an infrastructure for grade level common planning and focusing on standard based planning.

**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.**

Science data has the greatest gap compared to the state average. Lack of foundational skills hindered students understanding critical concepts and the need for more hands on activities and long term investigation.

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

Math learning gains of the low 25% showed the most improvement. Standard-based planning with coach, target small groups and professional development based on enhancing teacher's knowledge of the standards.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Areas of concerns based on the data are student attendance and foundational skills deficits in ELA and Math.

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

1. Increase reading proficiency and gains
2. Increase math proficiency and gains
3. Increase science proficiency
4. Increase the number of students with zero referrals
5. Reduce the number of chronically absent students

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Our 2018-2019 FSA data shows that students do not consistently achieve the proficiency level in ELA, Math and Science. Iready data and grade level unit assessments shows students are consistently performing below grade level in all content areas. 2019-2020 walkthrough data indicates that 50% of teachers need support in aligning standards to a strategy.

2020-2021 FSA results in student proficiency in by 5% in all content areas.  
 By October of 2020 75% of teachers will provide students opportunities to engaged in standards-aligned tasks.  
 By January of 2020 100% of teachers will provide students opportunities to engaged in standards-aligned tasks.

**Measurable Outcome:** Common assessment data in ELA will show 26% of students performing at or above proficiency.  
 Common assessment data in MATH will show 38% of students performing at or above proficiency.  
 Common assessment data in Science will show 33% of students performing at or above proficiency.

**Person responsible for monitoring outcome:** Renel Mathurin (renel.mathurin@hcps.net)

**Evidence-based Strategy:** Professional Learning Communities (PLC)  
 Professional learning communities will be focused on standards-based planning, development of common assessments, small group instruction and analyzing data.

**Rationale for Evidence-based Strategy:** Research has shown that when teachers work collaboratively, student outcomes improve. Teachers will be supported through a structure for professional learning communities focused on effective teaching methods. Ba

**Action Steps to Implement**

- Develop school master schedule/school wide intervention schedule, common planning time for all grade levels and common assessment calendar.
- Create an electronic data wall to support frequent progress monitoring. Also a data wall for ESSA Subgroup- SWD.
- Establish the structure and expectations for Planning/PLCS
- Administration clearly communicate to the teachers the way of work of planning/PLCs and administration expectations
- coaches and content teams will collaborate to develop expectations for planning/PLCs before, during and after.
- coaches and content team will define roll for teams members(teachers, coaches and admin)
- Weekly collaborative planning with coaches in ELA, Math, and Science monitored by Administration to deepen teacher's understanding of the Florida Standards.

Monitoring: Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs; Admin will attend PLCs' sessions to monitor implementation, provide feedback to coaches.

**Person Responsible** Renel Mathurin (renel.mathurin@hcps.net)



To build teacher capacity.

- Leadership team will develop school wide look-fors on what we should see in the classroom.
- Walkthroughs to collect data of teacher implementation of planning
- Provide school wide and individual feedback to teachers on a weekly basis
- Tier teachers to identify supported based on need
- Coaches will provide coaching cycles for teachers based on tiered need
- Establish and schedule learning walks for teachers to observe other teachers in their area of growth

Monitor- Administrator will monitor coaching plans/learning walks and provide feedback

**Person Responsible** Renel Mathurin (renel.mathurin@hcps.net)

ELA to increase proficiency/learning gains

Hire a reading coach and a reading resource to model, plan, provide support and build teacher capacity.

Facilitate weekly instructional design sessions

Facilitate module internalization session for EL.

Lead job-embedded PD session.

Coaching cycles and walkthroughs

Plan 1/2 day sessions for grade levels for module internalization

Provide summer pre-preplanning for the 21-22 school year.

Monitoring: Admin will monitor progress of coaching and plan for teachers and collect data trends from classroom walkthrough

**Person Responsible** Renel Mathurin (renel.mathurin@hcps.net)

Math to increase proficiency/learning gains

Hire Math coach to provide to model, provide support and build teacher capacity.

Facilitate weekly instructional design sessions

Coaching cycles and walkthroughs

Plan 1/2 day session to unpack units

Provide summer pre-preplanning for the 21-22 school year.

Monitoring: Admin will monitor progress of coaching and plan for teachers and collect data trends from classroom walkthrough

**Person Responsible** Renel Mathurin (renel.mathurin@hcps.net)

Hire a Science resource

Support lesson planning dealing with the 5'E

Support teachers with implementation of inquiry Mondays.

Begin lego robotics team with intermediate students

Support teachers with implementation of school wide Long Term Investigations

Monitoring: Admin will monitor progress of coaching and plan for teachers and collect data trends from classroom walkthrough

**Person Responsible** Renel Mathurin (renel.mathurin@hcps.net)

-Create a structure for data analysis

-Provide teacher with protocol to analyze data

-Develop an action plan for reaching standards that are not mastered based on data analysis

-create and implement reteach plan for students with emphasis on ESSA Sub group.-SWD

-Develop and monitor goal setting process for each students with an emphasis of ESSA Subgroup- SWD

-Provide Aggressive Monitoring PD for teachers to monitor students throughout the lesson.

Monitor-Admin to monitor and give feedback on reteach plan. Classroom walkthrough to monitor reteach plan

**Person Responsible** Renel Mathurin (renel.mathurin@hcps.net)

### Additional Schoolwide Improvement Priorities

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

N/A

## 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.

1. clear expectations for rule of conduct.
2. continuation of PBIS with targeted Tier 2/3 support systems.
3. use RTI Resource teacher to promote and support Tier 2 Behavior for students and teachers
4. Behavior specialist and school counselor supports school wide PBIS
5. Professional development to support building positive relationship with all stake holders.
6. Customer service for office staff to that promote relationship building
7. Welcome post cards, flyers and daily academic communication planner to increase home school connection.
8. Make resource available to families to support socio-emotional well being and academic growth.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$289,576.87</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	\$68,847.02
		<i>Notes: Hire a reading resource-Improve the overall instructional delivery of ELA through coaching and modeling, Instructional Design, job-embedded PD and pulling small groups in grades 3-5. The reading resource will facilitate planning sessions that support the development of high quality lesson plans, deepen teachers understanding around content and best practices, and infuse technology weekly. Reading Resource 1 will work with grades , 1, 3,4 and assigned VE teachers</i>			
5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	\$68,847.02
		<i>Notes: Math Resource to Improve the overall instructional delivery of Math through coaching and modeling, Instructional Design, job-embedded PD and pulling small groups in grades K-5</i>			
6400	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	\$9,445.24
		<i>Notes: Monthly professional development for 35 classroom teachers and 5 VE teachers (2 hrs x 9 months x 35 teachers x \$15)</i>			
5100	210-Retirement	3951 - Shaw Elementary School	UniSIG	1.0	\$5,831.34
		<i>Notes: Reading Resource Retirement 8.47%</i>			
5100	220-Social Security	3951 - Shaw Elementary School	UniSIG	1.0	\$4,268.52
		<i>Notes: Reading Resource FICA 6.2%</i>			
5100	220-Social Security	3951 - Shaw Elementary School	UniSIG	1.0	\$998.28
		<i>Notes: Reading Resource Medicare 1.45%</i>			
5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG	1.0	\$351.12
		<i>Notes: Reading Resource Workers Comp .51%</i>			
5100	231-Health and Hospitalization	3951 - Shaw Elementary School	UniSIG	1.0	\$13,080.93
		<i>Notes: Reading Resource Health Ins 19%</i>			
5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	\$68,847.02
		<i>Notes: Math Resource to Improve the overall instructional delivery of Math through coaching and modeling, Instructional Design, job-embedded PD and pulling small groups in grades K-5</i>			
5100	210-Retirement	3951 - Shaw Elementary School	UniSIG	1.0	\$5,831.34
		<i>Notes: Math Resource Retirement 8.47%</i>			
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			<i>Notes: Math Resource Health Ins 19%</i>			
					<b>Total:</b>	<b>\$298,727.50</b>