Wakulla County Schools

Shadeville Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	78%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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 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	Position Title	Job Duties and Responsibilities
Alvarez, Raquel	Teacher, K-12	Kindergarten Team Leader: Provides classroom instruction, communication and collaboration with Kindergarten team and engagement of stakeholders related to all kindergarten students.
Gray, Jami	Teacher, K-12	First Grade Team Leader: Provides classroom instruction, communication and collaboration with First Grade team and engagement of stakeholders related to all first grade students.
Hunter , Michelle	Teacher, K-12	Fourth Grade Team Leader: Provides classroom instruction, communication and collaboration with Fourth Grade team and engagement of stakeholders related to all Fourth Grade students. Project Learning Tree Lead.
McCord, Suzanne	Teacher, K-12	Fifth Grade Team Leader: Provides classroom instruction, communication and collaboration with Fifth Grade team and engagement of stakeholders related to all Fifth Grade students.
Millender, Jeana	Teacher, K-12	Third Grade Team Leader: Provides classroom instruction, communication and collaboration with Third Grade team and engagement of stakeholders related to all Third Grade students.
Reeves, Kay	Teacher, K-12	Second Grade Team Leader: Provides classroom instruction, communication and collaboration with Second Grade team and engagement of stakeholders related to all Second Grade students.
Samlal, Sarojanie	Teacher, ESE	3-5 Access Point Instruction, School Improvement Committee Chairperson.
Simurra, Linda	School Counselor	
Williamson, Elizabeth	Instructional Media	
Tillman, Susan	Reading Coach	
Rodgers, Eden	Assistant Principal	
Weaver, Nick	Principal	

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.*

6

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.*

1

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

604

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	121	107	80	103	106	86	0	0	0	0	0	0	0	603
Attendance below 90 percent	31	26	13	26	29	20	0	0	0	0	0	0	0	145
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	12	9	19	3	0	0	0	0	0	0	0	49
Course failure in Math	0	4	8	7	12	5	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	18	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	19	15	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	44	49	34	40	16	15	0	0	0	0	0	0	0	198

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	8	8	18	10	0	0	0	0	0	0	0	48

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	19	17	5	5	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	1	0	0	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	68%	57%	66%	64%	56%
ELA Learning Gains				64%	59%	58%	67%	59%	55%
ELA Lowest 25th Percentile				43%	47%	53%	55%	49%	48%
Math Achievement				74%	68%	63%	68%	64%	62%
Math Learning Gains				84%	69%	62%	74%	60%	59%
Math Lowest 25th Percentile				70%	52%	51%	56%	51%	47%
Science Achievement				63%	56%	53%	56%	64%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	71%	67%	4%	58%	13%
Cohort Comparison						
04	2021					
	2019	70%	66%	4%	58%	12%
Cohort Comparison		-71%				
05	2021					
	2019	64%	61%	3%	56%	8%
Cohort Comparison		-70%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	63%	64%	-1%	62%	1%
Cohort Comparison						
04	2021					
	2019	72%	71%	1%	64%	8%
Cohort Comparison		-63%				
05	2021					
	2019	75%	60%	15%	60%	15%
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	60%	53%	7%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading
STAR Math
Science DSBA

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35		
	Economically Disadvantaged	67		
	Students With Disabilities	50		
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40		
	Economically Disadvantaged	76		
	Students With Disabilities	72		
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18		
	Economically Disadvantaged	34		
	Students With Disabilities	29		
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5		
	Economically Disadvantaged	42		
	Students With Disabilities	36		
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34		
	Economically Disadvantaged	58		
	Students With Disabilities	29		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20		
	Economically Disadvantaged	65		
	Students With Disabilities	47		
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35		
	Economically Disadvantaged	36		
	Students With Disabilities	21		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18		
	Economically Disadvantaged	44		
	Students With Disabilities	38		
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52		
	Economically Disadvantaged	50		
	Students With Disabilities	35		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35		
	Economically Disadvantaged	61		
	Students With Disabilities	23		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	30	36	18	37	52	50	14				
BLK	48	55		53	64		45				
MUL	73			73							
WHT	61	53	29	66	62	55	52				
FRL	53	38	23	53	53	62	29				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
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	
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	53
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	73
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	54
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the most recent FSA data(20-21 school year) the following trends were noted:
4th and 5th grade ELA: Learning Gains decreased from 64% to 51%
4th and 5th grade ELA Learning Gains of the lowest quartile decreased from 43% to 33%
4th and 5th grade Math: Learning Gains decreased from 84% to 64%
4th and 5th grade Math Learning Gains of the lowest quartile decreased from 70% to 67%
Science Achievement decreased from 63% to 48%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Although there has been an overall reduction in ELA, Math and Science, the data reflect the greatest change in 4th and 5th grade Math, which decreased from 84% to 64%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The change from being departmentalized to each teacher having to teach all subject areas meant that all teachers were not providing instruction in their specialized areas. The inability to have regular team meetings and high teacher turnaround with a large of number of inexperienced instructional staff were also contributing factors. A return to departmentalized instruction, additional professional development opportunities and teacher collaboration would need to be taken to address this need for improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade level performance data reflects the following:
ELA 3rd grade: exceeded the State average by 1%
Math 3rd grade: exceeded the State average by 9%
ELA 4rd grade: exceeded the State average by 14%
Math 4rd grade: exceeded the State average by 21%
ELA 5th grade: exceeded the State average by 12%
Math 5th grade: exceeded the State average by 11%
Science performance exceeded the State Average by 1%

The number of multiple suspensions were reduced to zero in the 2020/21 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The continued implementation of daily high yield routines and the use of Kagan Strategies in every classroom have contributed to these improvements. The schoolwide positive behavior incentive system and Positive Alternative to School Suspensions (PASS) program were instrumental in the reduction of multiple school suspensions.

What strategies will need to be implemented in order to accelerate learning?

Each first year teacher will be paired with a grade level mentor teacher and will be required to complete an extensive Beginning Teacher program.
Regular grade level team meetings and planning will keep the team on track based on the district

curriculum guide.
Kagan strategies will be used in grades K - 5.
Additional tutoring will be available both before and after school for grades 3-5.
New online programs will be purchased for supplemental instruction and practice.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Beginning Teacher program provided by the district for all new hires.
Initial Kagan training will be provided by our Kagan Coach to all newly hired teachers.
Kagan Coach will present and practice a new strategy at each staff meeting.
Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with needed professional development and mentoring.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Product licenses and updates of all new software and programs will have to be maintained in order to ensure sustainability of improvement in the future. Computers and iPads will have to be updated in order to remain compatible with software updates. Additionally, there must be continuous professional development and support from coaches and veteran teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	2020 -2021 FCAT Science data reflect the number of students scoring at or above the state proficiency level on Science FCAT 2.0 was 48% as compared to the State average of 47%, We would like to see an increase to at least 53% of our students scoring at or above proficiency. Although this is a lower than the 63% proficiency of the 2018 - 2019 SY, it is a step toward closing the gap.
Measurable Outcome:	In the 2021-2022 school year, 53% of students in grade 5 will score at or above the state proficiency level on the Science FCAT 2.0 assessment.
Monitoring:	Chapter Assessments with remediation as needed DSBAs (grades 3-5) Classroom walk-throughs Quarterly data meetings
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 - Science Kits - Online resources such as Mystery Science, Pebble Go, Teach Town, Study Island & Generation Genius - After school remediation - Curriculum guides - Kagan structures - Common Boards - 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. A variety of Science Kits will be available to teachers for in-class, hands-on experiences. Teachers will utilize Florida Science HM textbook, online resources, and curriculum guides to teach grade level standards. Study Island, Teach Town, Mystery Science and Pebble Go are online computer programs which will be incorporated to enhance science lessons, student engagement and assessment proficiency. Students will be invited to attend an after school remediation program to enhance their knowledge. All students will have opportunities to use technology to increase their knowledge of science vocabulary and understanding of the scientific process. Periodic administration of Science DSBA's will provide data to monitor student performance. 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 guides.	
Person Responsible	Susan Tillman (susan.ptillman@wcsb.us)
Fifth grade teachers will utilize Study Island and Mystery Science	

Person Responsible Eden Rodgers (eden.rodgers@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 Eden Rodgers (eden.rodgers@wcsb.us)

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

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

Teachers will be provided with adequate computer lab time for students to utilize technology.

Person Responsible Eden Rodgers (eden.rodgers@wcsb.us)

All grade levels will utilize Teach Town, Generation Genius, Mystery Science and Pebble Go.

Person Responsible Eden Rodgers (eden.rodgers@wcsb.us)

Science DSBAs will be regularly administered and be used to monitor student progress and achievement..

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

An after school remediation program will be offered to targeted students.

Person Responsible Eden Rodgers (eden.rodgers@wcsb.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	2020 -2021 FSA ELA data reflect the number of students in grades 3-5 scoring at or above the state proficiency level was 61%. 51% of students in grades 3-5, and 33% of students in the lowest quartile made learning gains. We would like to see at least 66% of our students scoring at or above proficiency. This goal will close the gap which was created from the 2019 to 2021 period.
Measurable Outcome:	In the 2021-2022 School Year, 66% of students in grades 3-5 will score at or above the state proficiency level on the Florida Standards ELA Assessment. In the 2021-2022 School Year, 56% of students in grades 3-5 will make learning gains on the Florida Standards ELA Assessment. In the 2021-2022 School Year, 38% of students in the lowest quartile in grades 3-5 will make learning gains on the Florida Standards ELA Assessment.
Monitoring:	Classroom walk-throughs and observations Quarterly data meetings (STAR Reading, STAR Early Literacy, FSA, FSAA, iReady Diagnostics, DSBAs) Tiered interventions (RtI)
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 / Ready Teacher Toolbox / Ready Materials - STARS/CARS - Harcourt Journey's - Teach Town enCore - 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 (4-5) - AR Store and word count goals
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 levels of engagement. The Instructional coach will provide ELA resources for classroom instruction and Response to Intervention. The Instructional Coach and/or a Title I teacher will work with students needing small group support to master English Language Arts standards.Student's identified with a learning disability will receive instruction through an inclusion model setting when appropriate, as deemed by the IEP team. The RTI/MTSS process is used to determine which students are in need of tiered academic support. School wide positive reinforcement to increase reading capacity of all students is supported

by setting quarterly Accelerated Reader goals, earning reading t-shirts for meeting goals and an end-of semester Accelerated Reader Store.

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)

One planning day per grading period will be provided 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)

Students in need of tiered interventions will be identified through ongoing data review and supports will be provided as determined by the district's Response to Intervention process.

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

Grade level teams will set quarterly Accelerated Reader goals to increase reading capacity of all students. Meeting goals will be positively reinforced at the classroom and school wide levels.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	2020 -2021 FSA Math data reflect the number of students in grades 3-5 scoring at or above the state proficiency level was 64%. 64% of students in grades 3-5, and 67% of students in the lowest quartile made learning gains. We would like to see at least 69% of our students scoring at or above proficiency. Although this is lower than the 74% proficiency level achieved in 2019, this goal will narrow the gap which has occurred.
Measurable Outcome:	In the 2021-2022 School Year, 69% of students in grades 3-5 will score at or above the state proficiency level on the Florida Standards Math Assessment. In the 2021-2022 School Year, 69% of students in grades 3-5 will make learning gains on the Florida Standards Math Assessment. In the 2021-2022 School Year, 72% of students in the lowest quartile in grades 3-5 will make learning gains on the Florida Standards Math Assessment.
Monitoring:	Classroom walk-throughs and observations Quarterly data meetings (STAR Math, STAR Early Literacy, FSA, FSAA, iReady Diagnostics, student grades) Tiered interventions (RtI)
Person responsible for monitoring outcome:	Nick Weaver (nicholas.weaver@wcsb.us)
Evidence-based Strategy:	- Common Boards - Utilize Instructional Coach / Teacher Coach - Implementation of Kagan Structures - Implementation of High Yield Routines - Utilization of education technology such as: Freckle, Moby Max, Generation Genius - Ready Teacher Toolbox / Teach Town - Implementation of Harcourt Go Math - ESE Inclusion/Resource teacher for grades 4-5 - Title I Remediation Teacher - After school remediation - Response to Intervention/MTSS process - Positive reinforcement program to increase multiplication fluency
Rationale for Evidence-based Strategy:	A minimum of 60 minutes daily of grade level Math instruction will be provided.Technology such as Moby Max and Freckle will be used to enhance the curriculum and assist in providing differentiated practice at all grade levels. Daily "The High Yield Routines" will be implemented. Students with identified learning disabilities will be provided with instruction toward meeting the FL Math Standards at their 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 needing small group support toward mastery. Kagan strategies will be implemented at all grade levels to enhance student motivation, provide opportunities for cooperative learning, and increase student achievement. The RTI/MTSS process will be used to identify students needing tiered support. Instructional coaches will help teachers create and maintain daily and long range plans.Multiplication fluency will be supported by a school wide positive reinforcement program.

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 and iReady diagnostics) to drive instruction at least 4 times per year and consult through 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, iReady, 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)

Students in need of tiered intervention will be identified through ongoing data review and supports will be provided as determined by the district's Response to Intervention process

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

Supplemental, differentiated instruction will be provided by a Title I remediation teacher and a resource teacher in grades 4-5 to address student learning gaps.

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

Grades 3-5 grade level teams will set multiplication fluency goals. Meeting goals will be postivly reinforced at the classroom and school wide levels.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary area of concern to be monitored:
Suspensions.
The total reported suspensions in the 2019-2020 school year was 48. This consisted of 32 in-school suspensions and 16 out-of-school suspensions. Shadeville Elementary was ranked 1,135 out of 1,395 elementary schools statewide and 3rd out of the 4 elementary schools in the county. The school culture and environment will be monitored through the lens of behavior and discipline data through the consistent implementation of the school wide positive behavior system, the district PASS program, weekly mindful greetings and feedback from parents and stakeholders.

Secondary area of concern to be monitored:
Drug and Public Order Incidents.
There was one drug/public order incident reported in the 2019-2020 school year. This was for the use of tobacco. This incident placed Shadeville Elementary's statewide ranking at 1,000 out of the 1,395 elementary schools and 3rd out of the 4 elementary schools in the county. The school culture and environment will be monitored through the lens of behavior and discipline data by partnerships with the local health department Tobacco Free Florida Program, the local sheriff's office for our SAVE program for fifth grade students and an annual Red Ribbon Week activities.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Parents, community members and business partners are members of the SAC committee and are invited to attend all advertised meetings.
- Parents participate in virtual Title 1 events held on a quarterly basis.
- Parents participate in fundraising events such as our annual Fall Festival and our Fun Run.
-Volunteer for school activities and field trips.