

Wakulla County Schools

Shadeville Elementary School



2022-23 Schoolwide Improvement Plan

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Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

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

Demographics

Principal: Timothy Wheeler

Start Date for this Principal: 6/6/2022

| | |
|--|---|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 73% |
| 2021-22 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 | 2021-22: A (66%) 2018-19: A (67%) 2017-18: 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 | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2022.

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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p> | <p>2021-22 Title I School</p> <p>Yes</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>73%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>17%</p> |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | A | A | A | A |

School Board Approval

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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, persuasive, 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------|---------------------|--|
| Wheeler, Timothy | Principal | |
| Rodgers, Eden | Assistant Principal | |
| Hatfield, Heather | Instructional Coach | |
| Samlal, Sarojanie | Teacher, ESE | SAC Chairperson |
| Lima, Katherine | Teacher, K-12 | Kindergarten Team Leader: Provides classroom instruction, communication and collaboration with grade level team and engagement of stakeholders related to all students |
| Perry, Starla | Teacher, K-12 | First Grade Team Leader: Provides classroom instruction, communication and collaboration with grade level team and engagement of stakeholders related to all students |
| Reeves, Kay | Teacher, K-12 | Second Grade Team Leader: Provides classroom instruction, communication and collaboration with grade level team and engagement of stakeholders related to all students |
| Millender, Jeana | Teacher, K-12 | Third Grade Team Leader: Provides classroom instruction, communication and collaboration with grade level team and engagement of stakeholders related to all students |
| Dixon, Marsha | Teacher, K-12 | Fourth Grade Team Leader: Provides classroom instruction, communication and collaboration with grade level team and engagement of stakeholders related to all students |
| McCord, Suzanne | Teacher, K-12 | Fifth Grade Team Leader: Provides classroom instruction, communication and collaboration with grade level team and engagement of stakeholders related to all students |
| Simurra, Linda | School Counselor | |
| Williamson, Elizabeth | Instructional Media | |

Demographic Information

Principal start date

Monday 6/6/2022, Timothy Wheeler

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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

42

Total number of students enrolled at the school

633

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 125 | 109 | 84 | 103 | 105 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 616 |
| Attendance below 90 percent | 43 | 24 | 22 | 22 | 32 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 |
| One or more suspensions | 6 | 5 | 3 | 14 | 8 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Course failure in ELA | 0 | 6 | 13 | 8 | 17 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Course failure in Math | 0 | 4 | 9 | 7 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 20 | 25 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 9 | 23 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Number of students with a substantial reading deficiency | 0 | 11 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 2 | 8 | 13 | 13 | 26 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 15 | 7 | 2 | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Students retained two or more times | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

Date this data was collected or last updated

Friday 9/9/2022

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 | 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 |

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 | 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 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 57% | 63% | 56% | | | | 71% | 68% | 57% |
| ELA Learning Gains | 58% | | | | | | 64% | 59% | 58% |
| ELA Lowest 25th Percentile | 51% | | | | | | 43% | 47% | 53% |
| Math Achievement | 74% | 47% | 50% | | | | 74% | 68% | 63% |
| Math Learning Gains | 78% | | | | | | 84% | 69% | 62% |
| Math Lowest 25th Percentile | 65% | | | | | | 70% | 52% | 51% |
| Science Achievement | 79% | 68% | 59% | | | | 63% | 56% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 71% | 67% | 4% | 58% | 13% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 70% | 66% | 4% | 58% | 12% |
| Cohort Comparison | | -71% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 64% | 61% | 3% | 56% | 8% |
| Cohort Comparison | | -70% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 63% | 64% | -1% | 62% | 1% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 72% | 71% | 1% | 64% | 8% |
| Cohort Comparison | | -63% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 75% | 60% | 15% | 60% | 15% |
| Cohort Comparison | | -72% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 60% | 53% | 7% | 53% | 7% |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 17 | 43 | 50 | 38 | 60 | 58 | 50 | | | | |
| BLK | 38 | 32 | | 62 | 74 | | | | | | |
| MUL | 57 | 57 | | 86 | 86 | | | | | | |
| WHT | 59 | 60 | 55 | 75 | 78 | 65 | 83 | | | | |
| FRL | 43 | 45 | 48 | 66 | 70 | 57 | 73 | | | | |
| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 66 |
| 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 | 462 |

| ESSA Federal Index | |
|--|-----|
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 45 |
| 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 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 | 52 |
| 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 | 72 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|--|-----|
| 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 | 57 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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 (21-22 school year) the following trends were noted:

- 3rd grade ELA proficiency increased from 51% to 53%
- 4th grade ELA proficiency decreased from 66% to 50%
- 5th grade ELA proficiency increased from 68% to 70%

- 3rd grade Math proficiency increased from 58% to 74%
- 4th grade Math proficiency decreased from 73% to 60%
- 5th grade Math proficiency increased from 63% to 90%

Science Achievement increased from 48% to 79%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off the 2022 state assessments, 4th grade ELA and Math demonstrate the greatest need for improvement.

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

Early Warning Systems data reflect that 29/106 fourth grade students in the 2021-22 school year were in attendance for less than 90% of the school year. 18/106 of these students exhibited two or more of the Early Warning Systems indicators. This number accounted for 38% of the students in the entire school that fell into this category. Since attendance is key to student success, more stringent measures are being explored by the district.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Grade level performance data reflects the following:

- ELA 3rd grade: exceeded 2020/2021 assessments by 2%
- Math 3rd grade: exceeded 2020/2021 assessment by 16%
- ELA 5th grade: exceeded 2020/2021 assessments by 2%
- Math 5th grade: exceeded 2020/2021 assessment by 27%

Science performance exceeded 2020/2021 assessments by 31%

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 provided a safe learning environment. Additional professional development and increased teacher collaboration and planning have assisted new teachers to become more successful with their instruction. The return to team teaching resulted in the specialization of instruction.

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.
- *Kagan strategies will be used in grades K - 5.
- *Additional tutors will be made available to students 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.
- *Weekly PLC meetings will help all teachers improve their skills and learn new strategies.

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 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 be updated in order to remain compatible with software updates.
- *There will be continuous professional development and support from coaches and veteran teachers.

*Students will be provided with photocopies of, and/or digital access to, textbooks and workbooks should these not be readily available.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

2021 -2022 FCAT Science data reflect the number of students scoring at or above the state proficiency level on Science FCAT 2.0 was 79% as compared to the State average of 48%, We would like to see an increase to at least 82% of our students scoring at or above proficiency. This was an exceptional achievement which we would like to maintain for our students' future success.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2022-2023 school year, 82% of students in grade 5 will score at or above the state proficiency level on the Science FCAT 2.0 assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Chapter Assessments with remediation as needed
 Science HYR Spiral Review
 DSBAs (grades 3-5)
 Classroom walk-throughs
 Quarterly data meetings

Person responsible for monitoring outcome:

Timothy Wheeler (timothy.wheeler@wcsb.us)

Evidence-based Strategy: Describe the evidence-based strategy being

- Hands-on science activities and classroom projects
- Science Kits
- Florida Science HM textbooks
- Curriculum Guides
- Online resources such as Mystery Science, Pebble Go, Teach Town, Study Island, Generation Genius & Discovery Education
- After school remediation
- Kagan structures

implemented for this Area of Focus.

- Common Boards
- Utilization of Instructional Coach

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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, Generation Genius, Discovery Education, and Pebble Go are online programs which will be incorporated to enhance science lessons, student engagement and assessment proficiency. Students will also have opportunities to use this technology to increase their knowledge of science vocabulary and understanding of the scientific process. After school remediation for struggling students will be available. Kagan Strategies will be incorporated, and HYR Spiral Reviews and Science DSBA's will provide data to monitor student performance. The Instructional Coach will assist teachers, when needed, by providing intervention ideas and materials. All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

Science Kits will be made available for classroom use.

Person Responsible Elizabeth Williamson (elizabeth.williamson@wcsb.us)

Teachers will have access to HM textbooks, online resources and curriculum guides.

Person Responsible Heather Hatfield (heather.hatfield@wcsb.us)

After school remediation will be available to targeted students.

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 Timothy Wheeler (timothy.wheeler@wcsb.us)

Teachers will utilize online resources such as Study, Island, Generation Genius, Mystery Science and Teach Town.

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

HYR Spiral Reviews, Chapter Assessments and DSBA's will be used to monitor student progress and achievement

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

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

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

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

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

2021 -2022 FSA ELA data reflect the number of students in grades 3-5 scoring at or above the state proficiency level was 57%. We would like to see at least 62% of our students scoring at or above proficiency. This goal will exceed our 2020-2021 ELA proficiency of 61%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2022-2023 School Year, 62% of students in grades 3-5 will score at or above the state proficiency level on the FAST ELA Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walk-throughs and observations
 Quarterly data meetings (STAR Reading, STAR Early Literacy, FAST, FSAA, iReady Diagnostics, DSBAs)
 Tiered interventions (Rtl)

Person responsible for monitoring outcome:

Timothy Wheeler (timothy.wheeler@wcsb.us)

Evidence-based Strategy: Describe the evidence-based strategy being

- 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)
- Reading Buddies
- Peer to Peer Reading
- Response to Intervention/MTSS process for students needing remediation /interventions
- ESE Inclusion / Resource Teacher (4-5)
- Achievement incentives such as AR Store and word count goals

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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 RtI. The Instructional Coach and/or a remediation teacher will work with students needing small group support to master ELA 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. The reading capacity of all students is supported through Reading Buddies and schoolwide achievement incentives which are reinforced by setting quarterly Accelerated Reader goals, earning reading t-shirts for meeting goals and an end-of semester Accelerated Reader Store. All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional Coaches will work with teachers to provide training and support.

Person Responsible Heather Hatfield (heather.hatfield@wcsb.us)

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

Person Responsible Timothy Wheeler (timothy.wheeler@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 BEST Standards are being taught with fidelity.

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

Provide one planning day per semester for each grade level.

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

Teachers will review available progress monitoring data at least 4 times per year, to drive instruction.

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

Student data from FAST, 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 Timothy Wheeler (timothy.wheeler@wcsb.us)

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

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

The Literacy Leadership Team will meet as a Professional Learning Community on a monthly basis to review evidenced based practices to help guide instruction.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

2021 -2022 FSA Math data reflect the number of students in grades 3-5 scoring at or above the state proficiency level was 74%. We would like to see at least 77% of our students scoring at or above proficiency. The gap that resulted after 2019 has been closed and we aim to exceed our 2019 achievement level.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2022-2023 School Year, 77% of students in grades 3-5 will score at or above the state proficiency level on the FAST Math Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walk-throughs and observations
 Quarterly data meetings (STAR Math, STAR Early Literacy, FAST, FSAA, iReady Diagnostics, student grades)
 Tiered interventions (Rtl)

Person responsible for monitoring outcome:

Timothy Wheeler (timothy.wheeler@wcsb.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

- 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 math fact fluency (Math Warriors)

Rationale for Evidence-based Strategy:
Explain the

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

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

be implemented. Students with identified learning disabilities will be provided with instruction toward meeting the BEST Math Standards at their grade level, in an inclusion/resource setting as deemed appropriate by the IEP 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 and Teacher Coaches will provide training and support. Math Fact fluency will be supported by a school wide positive reinforcement program which acknowledges achievements. All strategies are district approved/adopted as evidenced-based through current research and effectiveness in target populations.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will attend professional development on how to use online resources.

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

Instructional Coaches will provide support and training.

Person Responsible Heather Hatfield (heather.hatfield@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 BEST Standards are being taught with Fidelity. Lesson plans will indicate the implementation of Kagan strategies and High Yield Routines.

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

Teachers will review available data (FAST, STAR Math and iReady diagnostics) at least 4 times per year to drive instruction and help close gaps from one grade to the next.

Person Responsible Timothy Wheeler (timothy.wheeler@wcsb.us)

Student data from FAST, 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 Timothy Wheeler (timothy.wheeler@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 Timothy Wheeler (timothy.wheeler@wcsb.us)

Grade level teams will set math fact fluency goals. Meeting goals will be positively reinforced at the classroom and school wide levels.

**Person
Responsible**

Timothy Wheeler (timothy.wheeler@wcsb.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

2021-2022 end of year screening and progress monitoring data reflects the following:

21% of Kindergarteners scored at Level 2 or lower in STAR Early Literacy

24% of First graders scored at Level 2 or lower on STAR Early Literacy

28% of First graders scored at Level 2 or lower on STAR Reading

25% of Second graders scored at Level 2 or lower on STAR Reading

Based on the data reviewed, this has been identified as a critical need since these students are not on track to score a Level 3 or above (meet proficiency) on the statewide, standardized ELA assessment in grade 3.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

On the 2022 statewide standardized assessment 43% of students in grades 3 - 5 did not meet proficiency, including 50% of students in 4th grade who did not meet proficiency. Subgroups of the FSA data reviewed showed that 4th grade students were weak in Integration of Knowledge and Ideas. Students must be able to read across multiple texts and relate them to one another.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable. End of year screening and project monitoring data for the 2021*2022 school year reflects that more than 70% of students in K-2 are on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

In the 2022-2023 school year 4th grade students will increase their proficiency in ELA to a minimum of 51%

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Classroom walk throughs and observations

Quarterly data meetings(STAR Reading, FAST Progress Monitoring, iReady Diagnostics ,DSBAs, student grades)

Tiered interventions (RTI)

Professional Learning Communities

These methods of ongoing monitoring will allow teachers to provide the remediation needed throughout the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wheeler, Timothy, timothy.wheeler@wcsb.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Components of the District Reading Plan include the following strong evidence based practices/programs which align with the B.E.S.T. ELA Standards:

- Systematic and explicit instruction that provides scaffolding and differentiation will be monitored via lesson plans and classroom walkthroughs and observations by administrators
- Routine use of a set of comprehension-building practices to help students make sense of the texts(strong evidenced based practice per What Works Clearing House) will be monitored through regular assessments and data collection
- Title I, Instructional, and Teacher Coaches will provide resources and training
- Kagan Structures will result in increased engagement and will be reflected in assessment data collected
- iReady Teacher Toolbox will provide resources for scaffolding and differentiation of lessons and will be monitored through districtwide assessments
- SIPPs will provide resources for scaffolding and differentiation of lesson and will be monitored through weekly spelling and reading assessments

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Systematic and explicit instruction that provides scaffolding and differentiation are necessary to build a knowledge base. Repeated and routine use of comprehension-building practices help students make sense of the texts so that they will be able to integrate the knowledge they gain. Teachers will use resources found in iReady Teacher Toolbox and SIPPs to differentiate instruction and meet students at their instructional level, thereby providing systematic and explicit instruction with repeated practice. Coaches will provide training and support to teachers and Kagan Structures will keep students engaged in the learning process and makes them individually accountable for their performance. Historical school data shows a record that these practices and programs have been effective for the target population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|--|
| All teachers will meet weekly in a Professional Learning Community to review student data to guide instruction. | Wheeler, Timothy, timothy.wheeler@wcsb.us |
| Literacy Coaching will be provided to support training and instructional practices. | Hatfield, Heather, heather.hatfield@wcsb.us |
| The Literacy Leadership Team will meet as a Professional Learning Community on a monthly basis to review evidenced based practices to help guide instruction. | Hatfield, Heather, heather.hatfield@wcsb.us |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Title 1 Parent Nights. 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. SAC 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 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.

Shadeville also hosts an Open House at the start of the school year, lunch with family members , Kindergarten Circus, Parent /Teacher Conference Nights, Read Across America Week, Donut's for Dad's, Family Literacy Night, and the annual Fall Festival and Fun Run.

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 students 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.

The school completes a Parental Involvement Plan (PFEP), which is available on the school website and a paper copy of which is sent home with each student.

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

- Parents, community members and business partners are members of the SAC committee and are invited to attend all advertised meetings.
- Parents participate in 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.