

SCOTT COUNTY PUBLIC SCHOOLS
Every Student Succeeds Act of 2015

Title I Schoolwide Plan

Division Name: Scott County Public Schools

School Name: Shoemaker Elementary School

Date: 09/04/2019

Select One: **Initial Plan** **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document

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how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

- Access the Title I Schoolwide Plan template on the Title I web site.
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the Title I website under Guidelines and Procedures/Federal Guidance.

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Stakeholders:

List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Renee Dishner	Principal
Milly Leighton	Assistant Principal / Title I Teacher
Stacy Wood	Assistant Principal Shoemaker / ABA
Samantha Jones	Title I Teacher
Tina Lucas	Title I Teacher
Terry Osborne	Title I Teacher
Jed Spicer	Title I Teacher
Amy Bledsoe	Teacher
Tierstan Bright	Teacher
Meagan Clark	Teacher
Diane Kegley	Teacher
Allison Kimbler	Teacher
Jackie Meade	Teacher
Lisa Meade	Teacher
Tonya Odle	Teacher
Deanna Ward	Teacher
Amy Hurd	ECSE Teacher
Jane Burdine	Speech Language Pathologist
Shawna Vermillion	Parent
Jeff DeBoard	Community Member

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Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

Shoemaker Elementary School is one of nine elementary schools in the rural district of Scott County. Our faculty and staff consist of one full-time principal and two part-time assistant principals (one of whom is also an autism specialist). There are twenty-eight full time regular education classroom teachers, thirteen full-time special education teachers, four full-time and one part-time Title I teachers, one part-time gifted and talented teacher, one full-time and one part-time reading specialist, and one part-time math specialist. For extra-curricular activities, we have one full-time librarian, two full-time physical education teachers, one part-time music teacher, and one part-time art teacher. To fulfill student needs, Shoemaker has one full-time and one part-time guidance counselor, two full-time nurses, two full-time speech and language pathologists, one part-time speech and language pathologist, one part-time physical therapist, one part-time physical therapy assistant, and two part-time certified occupational therapy assistants. The Shoemaker staff is rounded out with two full-time secretaries, and four full-time custodians. The cafeteria is staffed with one manager, one part-time and four full-time cooks. Our overall average student/teacher ratio is currently 22:1. Our K-3 ratio is 22:1.

The school presently serves Preschool through grade six, with 571 students enrolled. There are 30 classrooms with a pupil/teacher ratio of 22:1. Approximately 4% of students are minorities. Shoemaker is committed to helping all students reach their optimal learning potential. 10.31% of students were chronically absent during the 2018-2019 school year. Based on recent data and new accreditation standards, we feel the need to increase our emphasis on school attendance, with students being present all day, every day.

Shoemaker Elementary School is fully accredited by State and Federal guidelines, based on the SOL data from Spring 2019. Math, Reading, and Science had a pass rate of 89% or higher. Science had an overall pass rate of 91%, which is 9% higher than the previous year. For the

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past two years, math scores have stayed at 96% while reading had an 89% pass rate for the Spring 2019 SOL. Fall 2019 Pals scores saw pass rates of 69% for kindergarten, 86% for 1st, 35% for 2nd, and 45% for 3rd grade. Our Title I teachers, reading specialist, math specialist, and regular classroom teachers collaborate to guarantee that each student is receiving additional instruction in his/her area of weakness on the SOL assessment, PALs, or benchmark testing.

Budget Implications:

By combining federal, state, and local funding with private resources, the school budget can more effectively achieve the goal of raising academic achievement for all students. This utilizes the various funding and education program sources to support a comprehensive Title I schoolwide plan that addresses the identified needs of all students in the school.

Benchmark/Evaluation:

At the beginning of the 2019 school year, individual Student Detail by Question reports for reading and mathematics were carefully analyzed by the respective specialists. Data was disaggregated and user-friendly reports were compiled and shared with relevant stakeholders. With student performance data in mind, the principal, guidance counselor, and specialists collaborated to make informed scheduling decisions based on students' individual needs. With a focus on improving students' fundamental skills, all SES students were assigned to 90-minute Math and English blocks. This allows time for individualized instruction, pre-teaching, re-teaching, and remediation provided by the classroom teacher, specialists, tutors, and special education teacher.

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Component 2 §1114(b)(7)(A)(i):

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Shoemaker Elementary School believes that an effective elementary school program will provide for the individual needs and interests of students through appropriate educational experiences and programs. Therefore, Shoemaker Elementary School will utilize a variety of strategies to improve reading comprehension and math achievement. To increase the amount and quality of learning time, highly qualified instructional staff in Grades K-6 will implement the In-Class model. Pull out programs to include Physical Education, music, art, and library, will be coordinated with Title I teachers, resource teachers, the reading specialist, and the math specialist to improve instructional goals.

Title I specialists identify students that are potentially low-achieving or at-risk students and develop individual student plans based on the disaggregated data from Spring 2019 SOL tests and PALS testing scores. Reading and math specialists will provide targeted interventions for those students who are struggling to meet the state's proficiency standards. Specialists will create a breakdown of strengths and weaknesses of each identified child's performance throughout the year and relay/monitor analytics to create optimal accommodations to aid in facilitating learning.

Technology is a tool that will be consistently incorporated into the classroom, with an increase in usage for the current school year. Most classrooms contain a set of chromebooks for the students to use during lessons. Students benefit by having access to apps and websites including but not limited to Study Island, Prodigy, VA Trekkers, BrainPOP, Quizziz, Kahoot, and SUPERKIDS. Teachers also use Smart Boards as an alternate medium for lessons and use PowerSchool daily for attendance and grade recording.

Students covered under the Individuals with Disability Education Act (IDEA) are instructed by special education teachers in a variety of different settings including self-contained classrooms, inclusion classrooms, and resource rooms. Individualized Education Programs (IEPs) are set in place for those students in their respective areas of difficulty, which allows for student accommodations that are made up of adapting lessons, providing differentiated instruction, and accepting adaptations and modifications of required materials to better expose those students to grade level curriculum while maintaining compliance with IDEA requirements.

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Shoemaker Elementary emphasizes a learning environment utilizing special events and schoolwide programs to involve parents, the community, and students. This allows for participation in a more cohesive, social atmosphere while maintaining an educational focus. These experiences consist of:

- Open houses, school festivals, book fairs, and other events are hosted throughout the course of the year to promote parental involvement.
- Professional development activities are provided for faculty and parents to better assist their students/children and facilitate learning.
- Media and print materials are provided for parent use to assist parents when helping their children with homework.
- Collaboration between parents and teachers with daily assignments is encouraged with the use of Parent/Teacher Communicators for grades K-3 and Daily Planners for grades 4-6.
- Grade level newsletters are sent home weekly for all the events and plans for the upcoming week.
- PowerSchool Parent Portal is always available and updated to provide parents with the most current attendance and grade records for their children.

Budget Implications:

By combining federal, state, and local funding with private resources, the school budget can more effectively achieve the goal of raising academic achievement for all students. This utilizes the various funding and education program sources to support a comprehensive Title 1 Schoolwide plan that addresses the identified needs of all students in the school.

Shoemaker Elementary School utilizes the following resources from state, local, and federal programs to address the needs of all the students:

- School Food Services
- Title 1, Federal Funding
- Education of Gifted
- Special Education
- Headstart
- Meals at no cost
- Teacher Training
- Truancy/Safe Schools
- Early Reading Intervention

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- Homebound
- SOL Teaching Materials
- School Nurse
- State Primary Class Size Reduction
- ESL
- Eastman Partnership - provides grants, kits for resources and discovery in science, speakers, job shadowing, surplus items, demonstrations, tours, and teacher-to-teacher workshops.
- Scott County Recreation Department-focuses on extracurricular activities that enhance character development of students. They sponsor league sports for girls and boys. They provide workshops for students during physical education classes and work with the physical education teachers to encourage new activities such as tennis, golf, and soccer.
- LENOWISCO - works in cooperation with Social Services and Scott County Office on Youth to provide some needed health services for the students.
- Scott County Health Department-provides immunizations services, school entrance exams to students and teachers as needed, and yearly dental visits for students on a mobile unit that serves qualifying students with affordable dental work.
- Scott County Mental Health - provides necessary testing and consultation.
- Scott County Retired Teachers - provides a community column in the county newspaper, helps with school activities, and sponsors scholarships.
- Community Businesses-provide donations for classroom rewards and donations to school and parent organizations.
- Rotary Club, Lions Club, Churches and LensCrafters-provide services for needy students, i.e., glasses, shoes, coats, clothes, etc.
- Scott County Telephone Cooperative-Scott Telecom-provides access to internet service and speakers.
- The Scott County Sheriff's Office - supplements the salary of the School Resource Officers in the County Schools.
- Scott County Adult Education - provides on-going services for those who need GED classes.
- University of Virginia at Wise Center for Teaching Excellence - provides classes and workshops for teachers as requested, as well as funding for teachers to become highly qualified.
- Radford University - provides classes in reading, history, and science for teachers needing highly qualified status in these areas.
- VPI Cooperative Extension Services-provides 4-H leaders to go into the school to work with students offering various programs such as nutrition, public speaking, Share the Fun, Lego Robotics, etc.
- Virginia Department of Forestry and the Virginia Department of Game and Inland Fisheries - provide programs and speakers on wildlife and forestry, distribute informative pamphlets, coloring books, and books to the students, and offer other community services.
- Scott County Virginia Star (a local newspaper) -publishes school articles for public relations.
- Kingsport Times News (an area newspaper) - publishes a section of educational articles, a weekly student section, a "brief section" for schools, and articles for and about the school and its students.

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- William King Arts center provides programs on Jamestown/Yorktown Foundation- provides speakers and classroom demonstrations for science and social studies classrooms.
- Family Preservation Service- provides counseling for students and in-home services for parents.
- The Virginia State Police - provide guest speakers to encourage positive behaviors and anti-bullying techniques
- Natural Tunnel State Park - presents various environmental programs.
- First Baptist Church of Gate City provides weekend food bags for students in need.

Benchmark/Evaluation:

At the beginning of the school year, specialists identified students who may potentially struggle in mathematics and/or English and developed individualized intervention plans. These plans are modified throughout the year as students' needs change. Available data from Student Growth Assessments (SGA), Star and benchmark tests are reviewed throughout the year to monitor students' progress. Using this data, in conjunction with classroom performance and teacher recommendations, the lists of students identified for intervention frequently change. Specialists and teachers collaboratively plan for students' success. Specialists' presence in the classrooms serves to support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Using Title I funds, teachers are secured; they provide additional support to students in both the classroom and in small-group settings. In addition, tutoring for reading and mathematics is offered before and during school and is available to all SES students free of charge.

Special education teachers write Individualized Education Plans (IEP) for eligible students; they use assessment data to determine IEP goals. Differentiated instruction is provided as needed and appropriate modifications and accommodations are made. Likewise, students who qualify for 504 plans receive appropriate accommodations.

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Component 3 §1114(b)(7)(ii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Shoemaker Elementary School believes that an effective elementary school program will provide for the individual needs and interests of students through appropriate educational experiences and programs. Therefore, Shoemaker Elementary School will utilize a variety of strategies to improve reading comprehension and math achievement. To increase the amount and quality of learning time, highly qualified instructional staff in Grades K-6 will implement the In-Class model. Pull out programs to include Physical Education, music, art, library, and gifted, will be coordinated with Title I teachers, resource teachers, the reading specialist, and the math specialist to improve instructional goals.

Strategies for Improvement in Reading and Reading Comprehension:

- By September, students who do not attain SOL or PALS benchmarks, who are identified as special education students, and those recommended by highly qualified teachers as needing extra assistance in obtaining better academic success will be identified as targeted. "Targeted" students will work with a highly qualified remedial teacher who will coordinate and plan with the classroom teacher in the needed areas of improvement.
- By the 30th of September, "at risk" Reading/Language Arts students will be identified based on the school's assessment data collection and teacher referrals for reading.
- By the end of the first nine weeks, all students with academic failures in reading and math will be identified as "at risk".
- SOL and Benchmark tracking will be done for all students.
- Teachers will use cognitive processes of instruction which include story maps, letter recognition, sound recognition, and various other methods to improve comprehension skills.
- Teachers will use networked classroom computers with a variety of reading programs and released SOL tests from the Virginia Department of Education's website to improve reading comprehension.

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- Teachers will use materials such as workbooks, flip charts, SUPERKIDS, Rooted In Reading, vocabulary cards, and transparencies to improve phonetic skills.
- Teachers will incorporate writing in such a way as to create understanding as well as to nurture and foster growth in language and composition in all subjects. Teachers will use creative writing activities to promote excellence in writing skills.
- Teachers will encourage and promote parental involvement in actual at-home oral reading practice through weekly assignments, notes on weekly folders, etc.
- Books on tape and CD will be utilized to promote reading fluency.
- Multiple grade level meetings will be utilized to promote communications for improvement in phonics, decoding, and fluency.
- Parents and community leaders will be encouraged to visit the school to model reading for the students.
- Teachers will reinforce the low achievers' needs through individualized instruction, cooperative learning, and peer tutoring.
- Students in grades 3-6 will use Interactive Achievement, BrainPOP, VA Trekkers, SOL Pass, and other computer-based programs to prepare for SOL testing. Students will also use teacher-made websites to promote these skills.
- Students will use released test items for SOL review in the classroom and computer labs.
- To promote reading as a life-long endeavor, teachers will incorporate at least 30 minutes of sustained reading time into their weekly schedules. Teachers will incorporate writing techniques into lessons utilizing technology such as scanners, interactive Smart Boards, and multimedia projectors to teach writing and reading processes.
- Teachers will incorporate writing in such a way as to create understanding, nurture knowledge, and foster growth in all subjects.

Strategies for Improvement in Math:

- Targeted math students will be identified for remediation by September. A remediation plan will be designed for all "targeted" students who are identified from spring testing scores and teacher referrals.
- Teachers will utilize basal math materials including math manipulatives, workbooks, and computer programs to remediate and enrich math skills. Other computer software programs may include Interactive Achievement, BrainPOP, PortaPortal, and Quia.
- Teachers and the math specialist will utilize software programs, teacher designed programs, and research based commercially prepared programs to assist in a gain of math skills. SOL and Benchmark tracking will be done for all students.
- To meet the individual learning needs of students, highly qualified math teachers will use a variety of teaching techniques such as peer tutoring, individualized instruction, team teaching, cooperative learning, interactive Smart Board activities, small groups, remedial instruction, and other methods deemed appropriate.
- Students will use released test items for SOL review, in classrooms, computer labs, and with their Chromebooks.
- Teachers will use networked classroom computers to motivate and provide practice in math computation and problem solving as well as to facilitate understanding of math concepts. Students will also have access to teacher-made websites and various other math

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websites for SOL review.

Extra Activities, Programs, and Courses for enrichment and accelerated curriculum:

- Century 21
- Summer school
- ACE/Gifted
- Fine Arts Extravaganza
- Winter Wonderland

Budget Implications:

The resource budget includes funding for professional development toward becoming highly qualified, as well as employment of a reading specialist, math specialist, and Title I teachers. Our librarian is certified as a gifted education instructor and meets with students weekly. The art and music teachers combine with teachers and students across the county to present artwork and music to the community in the spring. Each December, SES performs a talent show which brings in money to be used toward the students' education. All students are invited to participate. Also, before, after, and summer school programs are funded by grants awarded to the county.

Benchmark/Evaluation:

Specialists and regular classroom teachers work together to disaggregate the benchmark data, Powerschool assessment data, and Spring 2019 SOL scores to evaluate the progress of remediation and gauge/move students between the tiers as deemed necessary. Title I teachers keep a written record (Right to Intervention notebooks) of student skills covered during their individual and group sessions. The principal reviews lesson plans and performs in-class observations to evaluate the effectiveness of the individual teachers and instructional practices.

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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if the programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Shoemaker Elementary employs one full-time and one part-time counselor. These counselors teach students each week and instruct them on such topics as good touch-bad touch, social media etiquette, bullying, career exploration, kindness, and others. They are also available for individual counseling sessions as needed by students. Scott County also employs a behavior specialist to intervene with a behavior plan when certain student behaviors are chronic and/or out of control.

We allow Family Preservation Service, Inc. to assist children, at parent's request, with emotional and/or behavioral issues that interfere with their success at school, home, and in the community. One-on-one counseling and group counseling are offered

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for eligible students to work on specific issues such as anger management, social skills, impulse control, and appropriate ways to gain attention. Counselors encourage appropriate and positive behaviors during instructional time and during extra-curricular activities to assist students in making the right choices.

The goal of Shoemaker elementary is to provide all students and staff with a safe, drug free environment in which to learn, grow, and work. In order for our students to be successful and gain the skills they need to become productive citizens, all stakeholders in the learning community must work together as a team to ensure our students reach their fullest potential. Grade Levels are responsible for deciding on targeted behaviors, consequences, a system for keeping track of unacceptable behaviors, and communication with parents as necessary. Discipline should be handled, if possible, in the classroom by the teacher for minor behavior issues. If behavior does not improve after a student has been warned and suffered a consequence, the following steps will be taken:

- A discipline log of student offenses will be maintained.
- Letters concerning positive actions of students will be sent home to parents.
- The assistant principals will address behavior problems accentuating positive actions of students.
- Parental conferences will be scheduled to discuss behavioral concerns.
- Bullying, drug, and violence problems will be addressed by the administrators, staff, and guidance counselor.

Teachers are encouraged to send a student to the office or fill out a discipline referral when a problem becomes chronic or when the following behaviors occur:

- Bullying
- Hurting one's self or another student
- Destruction of school property or property of others
- Cheating (subjective to age and situation)

Potential Consequences:

- In School Suspension
- Out of School Suspension
- Saturday School
- Parents called to attend discipline team meeting

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The Scott County Public Schools discipline policy can be found in the student handbook which is distributed to students the first day of school.

Shoemaker Elementary School houses two Early Childhood Special Education (ECSE) preschool classes, one ECSE ABA (Applied Behavior Analysis) class, one elementary ABA class, one secondary ABA class, and one Life Skills class. However, the preschool, ABA classes, and Life Skills class are housed at the Scott County Career and Technical Center (SCCTC). Pre-kindergarten and preschool classes are integrated during gym to foster social skills. Preschool and ABA classes are transported by bus to SCCTC for their academics. In the afternoons, they are transported back to Shoemaker to load buses for home or wait for pickup.

Shoemaker's preschool and pre-kindergarten programs are developmental programs encouraging physical, social, emotional, adaptive, and educational growth.

Shoemaker Elementary includes preschool and pre-kindergarten programs by providing them with opportunities to interact with other students in the school environment. Preschool and pre-kindergarten students eat breakfast in the school cafeteria and have P.E. in the school gym. Parents of children in these three programs are encouraged to attend Shoemaker activities. These students are also invited to attend programs such as storytelling, special events, and sport or musical events that are held at the school. When community service visits are scheduled by the fire department, police department, or rescue squad, they are invited to participate in the demonstrations.

Scott County School Board hires teachers for the entire county and places them at their respective schools. The faculty and staff are assigned to positions for which they are qualified. Teachers continue professional development each year by attending workshops, classes, in-services, and seminars related to their areas of expertise. The county and the school provide numerous opportunities for teachers to further their knowledge. Shoemaker Elementary staff receive multiple opportunities to disaggregate data and discuss ways to improve academic achievement for all students.

All teachers at Shoemaker Elementary hold a Bachelor's Degree or Master's Degree. All of the paraprofessionals have met the qualification to be highly qualified. New faculty members are assigned teacher mentors in order to provide them with a caring and professional support system.

Each year, the professional development needs for the school are evaluated and a responsive plan is developed. Teachers are required to document 15.5 hours of professional development each year. The 2019-2020 Professional Development Plan

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for Shoemaker Elementary School is designed to prepare and support faculty as they empower students to meet or exceed state academic achievement standards.

Shoemaker Elementary Professional Development In-services and/or workshops for the 2019-2020 school year are as follows:

- Augmentative & Alternative Communication
- Handle with Care, Morning Meetings
- Small Groups, Music in the Classroom
- CPR
- Project Wild
- Project Learning
- The Mind of Boys
- Robots in the Classroom
- Hands-On Fine Motor Workshops
- ABA Training
- Organization of Files
- Stress RELief/Take Care of YOurself
- 504 Plans
- Google
- Performance Matters

Shoemaker Elementary provides following transition strategies for Pre-K, preschool, and Head Start to kindergarten:

- Letters of welcome and orientation information for an open house for students and parents to come to school, meet the teachers, and go on a tour of the building will be mailed to all new fall students prior to the open house/orientation date.
- The principal, teachers, and staff will meet with parents and students prior to the beginning of the school year.
- During open house, parents and students will familiarize themselves with the computer labs and programs that will be utilized in the upcoming year.

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Budget Implications:

Title I, grants, county salaries, and outside sources are used to fund programs to help students deal with various behaviors, offer professional development opportunities for school personnel, and assist students' transition from a pre-kindergarten class into kindergarten.

Benchmark/Evaluation:

Student behaviors are evaluated periodically. Transitions are scheduled for the end and beginning of the school year. A schedule of professional development opportunities is given to teachers at the beginning of the school year and updated as needed.