

Hardee County Schools

North Wauchula Elementary School



2015-16 School Improvement Plan

North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north_wauchula

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hardee County School Board on 12/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

School Mission Statement:

"Building learning partnerships with the home, school, and community to ensure personal and academic success."

Provide the school's vision statement

School Vision Statement:

The vision of North Wauchula Elementary School (NWES) is that all school members are 'Champions by Choice'. NWES teaches its students to be CHAMPS (Courageous, Hard working, Awesome, Motivated, Positive, Successful) in order to achieve success in their academic and personal lives.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

To learn and develop insight into our students' cultures, the practices of the NWES faculty and staff include meeting with all parents within the first nine weeks of school. During that time, the teacher seeks to understand each family's culture, as well as to access knowledge of academic history and emotional/social needs. Baseline student data is also shared. Throughout the year, home visits to our students' families, phone calls and emails are routinely made at which time cultural practices are better understood.

The goal at NWES is to maintain a welcoming environment for all stakeholders. Staff members understand that students must feel safe and that positive relationships are essential for significant learning to take place. Throughout the year, Kagan class-building structures are used as an additional means to build a cohesive family unit within the classroom. It is also a best practice to provide individual feedback on class work and to have private conferences regularly with each student. These elements, along with daily positive conversations and caring responses, assist in strengthening the teacher/student relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school's student expectations are summed up in the '5 P's'. The students at NWES strive to be Prompt, Prepared, Polite, Productive and Positive. All classrooms set the same expectations throughout the school. This common language is shared by all students and staff members. This expectation is supported through student recognitions such as Golden Tickets, Cool Cat Awards and PAW (Positively Awesome Workers) Awards. The systematic use of the '5P's' by students and faculty creates a safe and respectful environment. Faculty and staff members are assigned posts before, during and after school for the safety and well-being of all students. A student club, Safety Patrol, adds visual reminders and support while allowing students to serve as a part of a safe school environment. Classroom-developed mission statements often reflect and support a safe environment. The physical building remains locked during the school day. All visitors check in at the front office to gain permitted access to the campus. Every faculty and staff member displays a school provided identification badge. Schedules are followed for fire, hazardous weather, and intrusion drills. The staff handbook includes Core Values which include various statements regarding respect towards staff, students and their families.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The schoolwide behavioral systems includes the '5 P's'. The students at NWES strive to be Prompt, Prepared, Polite, Productive and Positive. All classrooms set the same expectations throughout the school following the '5 P's'. These expectations are found posted in every classroom and are in the Parent/Student Handbook. Each classroom teacher has the liberty to implement both positive rewards and negative consequences within his/her classroom in support of the behavioral system. During the initial parent-teacher conference this behavior plan is reviewed. As students are referred to the office for administrative support of the behavior plan, the common language of the '5 P's' is followed. Parent contacts are made as follow-up to any office referral submitted. The District Code of Conduct is followed as applicable.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of students are being met by providing services through a school counselor and a school psychologist. Individual and group counseling is scheduled as needed. The counselor provides classroom lessons on health of the mind, body and soul. Students with emotional and/or behavior disorders receive a Behavioral Intervention Plan (BIP). This plan is utilized by all school personnel and the individual student's family. There are also third party agencies that we maintain relationships with for the health and well-being of our students and families.

Towards the end of October, once baseline data is available, the principal, school counselor, and each teacher meet for a Principal-Teacher Meeting (PTM). During this data-informed meeting, they discuss each child's current needs and progress.

Additionally, the school, in conjunction with the Hardee County Ministerial Association, provides Kid Packs, weekend take home packs of food, which are provided for pre-identified students in need. Migrant and homeless children receive special services through federal programs which are delivered through the school setting. The school district provides other pupil services, delivered at the school level, such as after-school programs and the iReady computer assisted program. Further, clubs, such as chorus, allow children to express themselves in a group setting.

The principal keeps anecdotal notes on all students which aid staff more appropriately meeting the social-emotional needs of students. Rather than being focused solely on academics, the staff at NWES is interested in enriching students as total beings. Through caring body-language, time spent with children, and non-verbal communication, students feel emotionally and socially secure. Faculty and staff are responsive to requests for parent meetings and incorporate parent concerns in an triangulated approach to meet student needs. Finally, the cooperative-learning training received by the school's teachers, provided by Kagan, focuses on equity in learning as it is designed to allow children to participate in equal amounts and teaches them to coach and praise their classmates.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

There are several ways that North Wauchula Elementary School (NWES) builds positive relationships with families, which increases parental and student involvement and keeps parents abreast of their children's progress. NWES will develop and carry out four general Core Curriculum parent nights for all students and parents. NWES will provide differentiated parent trainings scheduled at various times in order to target individual academic student needs.

It is the understanding of the staff at North Wauchula Elementary School that the development of strong, positive relationships between our parents, students and staff is the foundation for all students' preparation to learn. Each teacher is asked to meet with all parents/guardians during the first nine weeks of school. During this meeting, it is the goal to communicate student academic information, such as baseline data gathered particularly in the areas of reading and mathematics. Conversations also include past school history, any family concerns that need to be shared, as well as questions regarding classroom procedures and routines. The Title I Parent Compact is also signed during this meeting. This document formalizes the commitment between home and school.

Parent Nights are hosted by the school many times throughout the school year. The initial parent contact occurs the Friday prior to the students' first day of school. During this Meet-Your-Teacher event, bilingual employees are stationed throughout the campus in order to assist our non-English speaking families. Three weeks into the school year, NWES hosts the Title I/Open House Parent Night. During the Title I portion, the information is also presented via a translator. Throughout the school year during parent events or parent conferences, translations are provided.

Another form of communication is the Principal's Pamphlet (a bi-monthly newsletter), as well as classroom newsletters. The school website offers updates and shares upcoming events.

Representation from all student demographic groups comprises the School Advisory Council (SAC). Parent volunteers and the Parent Teacher Organization (PTO) are active and include all parent groups. Faculty and staff members living in our community provide representation of various students' cultures. The school's vision and mission are enacted and shared through these events and communications.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by welcoming local businesses to work with the school in various ways. For example, Mosaic Four Corner Mines, the large local phosphate corporation which is this school's business partner, has provided various T-shirts for staff and students, luncheons for staff at the beginning and end of the school year, a large grant for the funding of a brand new playground, recognition and monetary incentives to students who give back to the community (Spirit Award), as well as sending engineers to judge the Science Fair. The Museum of Science and Industry shares their mobile science lab which allows children to board and do hands-on science activities. One of our teachers has organized a food drive which donated food to the Hardee Help Center. Once every one or two months, the Hardee County Education Committee, comprised of the school principals, deputy superintendent, superintendent and members of the business community, meets to discuss what local businesses can do to provide resources to help the school and to improve student achievement. Mid Florida bank provides books for every kindergartner and also reads book with them. The local police, fire, EMT, post office, supermarkets and more have opened up their doors to the school and have demonstrated activities found in books or have offered students the ability to observe their profession.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Nix, Tracey	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tracey Nix, Principal – Provides the vision and direction for the use of the data collected that will drive decision-making; ensures that the school-based team is implementing the MTSS with fidelity by assessing the MTSS levels of the staff, providing the support necessary for on-going staff development, reviewing documentation of and the effectiveness of interventions and teaching strategies being applied; and sees that appropriate communications between the parents and school are taking place.

Mary Sue Maddox, Assistant Principal – Assists in providing the vision and direction for the use of the data collected that will drive decision-making; helps to ensure that the school-based team is implementing the MTSS with fidelity by assessing the MTSS levels of the staff, providing the support necessary for on-going staff development, reviewing documentation of and the effectiveness of interventions and teaching strategies being applied; and ensures that appropriate communications between the parents and school are taking place.

Rebecca Carlton, Literacy Coach – Develops, leads and evaluates core content standards and programs; identifies and analyzes existing literature on research-based curriculum, assessments,

assists in the design and implementation of progress monitoring, data collection, and data analysis; along with district support, designs and delivers professional development needed to enhance the effectiveness of interventions; supports the implementation of Tier II, and Tier III intervention plans; mentors beginning teachers.

Krystin Chapman, School Counselor – Gathers data from teachers, creates graphs, schedules the MTSS meetings, guides and monitors the MTSS process, supports data collection, investigates other factors such as behavior and attendance, assists with staff development, assists with data interpretation, provides additional testing information, suggest strategies and modifications in present instruction delivery; coordinates state assessments.

Regan Davenport - Exceptional Student Education Teacher – Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers to assist with interventions.

Gloria Neel - General Education Classroom Teacher - Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with other general education teachers to assist with interventions.

Pam Justice - Media Specialist - Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers to assist with interventions.

Alicia Jefferson, School Psychologist – Participates in the analysis and interpretation of the data, facilitates development of intervention plans, provides support for intervention and documentation, and provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

Laina Palmer, Speech and Language Pathologist - Provides expertise to the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening instruments and the interpretation of the data gathered from them, and helps identify systemic patterns of student need with respect to language skills.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team, including Principal, Tracey Nix, Assistant Principal, Mary Sue Maddox, Literacy Coach, Rebecca Carlton, and School Counselor, Krystin Chapman, works together to identify and align resources to meet students' needs. In addition, the members of the Multi-Tiered System of Support (MTSS) Leadership Team (CORE MTSS TEAM) actively provide input into the planning process for school improvement. These teams assist with identifying goals based on the analysis of assessment data and with developing strategies to attain identified goals. The team members help respond to collected and graphed data showing progress towards goal attainment.

The team reviews data on students in various levels of MTSS. The data includes academic, behavioral, or social/emotional needs. The team also assists in setting clear expectations for instruction and facilitates the development of a systematic approach to intervention for students in academic need.

The MTSS functions for the sole purpose of improving and maximizing student achievement. North Wauchula has three teams that are responsible for supporting Response to Intervention (RTI), for all students; The Core MTSS Team, Grade Level RTI Teams, and the Guidance Problem Solving (GPS) Team. The Core RTI Team meets monthly to review data, problem solve, and discuss current practices. During this meeting the team also discusses and reviews student needs at the Tier II and Tier III levels. The Grade Level Teams then take the information learned from the Core Team's monthly meeting back to individual grade-levels and discuss the results/progress of students. The GPS meets on an as-needed basis when students move from Tier II to Tier III to discuss the progress of the child and the interventions that are currently in place.

Students who demonstrate outstanding academic achievement are considered for enrichment. "REACH" stands for Realizing Excellence through Advanced Academic Curriculum of Hardee. The purpose of such a class is not to accelerate learning into the next grade level, but to delve more expansively into the standard curriculum for the grade level thus enhancing the students' learning. These differentiated learning opportunities assure that we align resources and personnel to meet the needs of all students and maximize student outcomes.

North Wauchula Elementary is a rural school that receives federal money due to the high number of students qualifying for Free and Reduced Lunch. The Title I, Part A money is used for "improving the academic achievement of the disadvantaged". These funds provide academic intervention resources and supplemental materials for students, funding for professional development activities, monies for Edvivate (an online professional development site), salaries and materials for the extended day program, and student technology resources. It also contributes 25% of the Literacy Coach's salary, a percentage of the Certified Nursing Assistant (CNA) at the school site, and funds for Parent Involvement resources. Through Title I, Part C (Migrant) funds, the migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. These academic and support services enable migrant students to participate fully in the educational experience. Title II funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, mentoring bonuses, hiring bonuses, and a percentage of salaries for the NWE Literacy Coach, the District Resource Teacher, and the District Data Coach. The district Director of Curriculum also assists in providing guidance and support with the staff development process. Title I, Part A and Title II work together, combined with district monies, to fund a full-time Literacy Coach at North Wauchula. Title III supports the District Data Coach, Julie Farr, who works with the NWE Literacy Coach to present Professional Development that addresses the unique needs of English Language Learners (ELL) and/or immigrant students. The Literacy Coach and teachers at North Wauchula Elementary meet with the District Data Coach to conduct an intensive disaggregation of the available iReady Benchmark, ACCESS, and FSA data. The Director of Federal Programs, Dr. Sherri Albritton, is the district's liaison for homeless students, and the Migrant Advocate, Debbie Reyna, is the school site contact for these students. Five percent of the migrant advocate's salary is paid with Title I funds to assist with this program. Title III also provides salaries and resources for an extended day program for Migrant and ELL students, and the computer subscriptions: English in a Flash and Rosetta Stone. Title X funds provide services to homeless students such as advocacy, and classroom materials, as well as making parent visits in order to provide information concerning school activities and to encourage parent involvement. The Supplemental Academic Instruction (SAI) funds are used to pay for a remedial teacher position and to provide for extra duty pay for teachers who teach summer school. The School Breakfast Program provides nutritious breakfasts for all students at no cost. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition. The National School Lunch Program funds nutritious lunches for paying students, as well as for students in the free or reduced meal program. Healthy food supports achievement by providing nutrition to help students learn. The summer food services program provides no cost nutritious breakfasts and lunches to community children ages 18 and younger at designated school sites. Title VI will partially fund the District Data Coach, the Performance Matters data management program, and the District Benchmark Assessment Implementation. State Class Size Reduction funds provide salaries for a number of teachers at North Wauchula Elementary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amanda Outley	Education Support Employee
Sheena Deemer	Parent
Samantha Edwards	Parent
Tracey Nix	Principal
Elizabeth Bartolon	Parent
Jessica DeWolfe	Parent
Epifania Guzman	Parent
Natasha Hall	Parent
Kristifer Harden	Teacher
Liberty Lozano	Parent
Ruby Rodriquez	Parent
Whitney Ortiz	Parent
Chantelle Garcia	Teacher
Maria Flores	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the May 2015 School Advisory Council (SAC) meeting, the administration reviewed the most current benchmark data with the SAC membership (in the absence of the 2015 Florida Standard Assessment or FSA data). The progress made on the School Improvement goals for the 2014-2015 school year was discussed and evaluated. The 2014-2015 FCAT 2.0 (Florida Comprehensive Assessment Test 2.0) Science data was reviewed at the initial 2014-2015 SAC meeting which was held on September 3, 2015. The council was given an opportunity to make comments on and/or ask questions regarding the prior year's goal and data.

Development of this school improvement plan

During the May 2015 School Advisory Council (SAC) meeting, the administration reviewed the most current data with the SAC membership, as well as discussed the progress made towards the School Improvement goals for the 2014-2015 school year. Based on that information, the council discussed various potential SIP goals for the upcoming school year. Prior to the September 3, 2015 SAC meeting, several of the SAC members had direct input into the formation of the SIP goal for the 2015-2016 school year. After the School Improvement plan had been written with the assistance of the school's Leadership Team, its Curriculum Council, and various members of the School Advisory Council, the principal, Tracey Nix, brought the proposed goal to the SAC membership on September 3, 2015. The goal, barriers, action plans and strategies were discussed. After the presentation and council input, the SAC unanimously voted to accept the 2015-2016 School Improvement Plan.

Preparation of the school's annual budget and plan

During the April 30, 2015 School Advisory Council (SAC) meeting, the administration reviewed the 2014-2015 School Improvement Plan goal. Based on the progress made on the 2014-2105 goal, the SAC discussed potential needs and goals for the coming year. Without the FSA data, no firm direction was decided upon. At the September 16, 2014 School Advisory Council meeting, the 2014-2015 North Wauchula Elementary schoolwide focuses and best practices (as developed by the

school's Leadership Team and Curriculum Council), along with the 2014-2015 SIP goal, barriers, action plans, and strategies (in which several of the SAC members provided direction and input) were brought before the council. Significant discussion took place regarding the professional development that would be needed in order to accomplish the desired outcomes. The SAC formulated a framework in which they unanimously agreed on the areas in which the monies under their care would be expended. With a desire to undergird the schoolwide focuses and the SIP goal, and with an understanding of the professional development that will be needed, the membership agreed to invest a portion of the Parent Involvement expenditures to include staff workshops and/or conference registration fees, coverage for substitutes, per diem and lodging as needed.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council (SAC) voted to use the Parent Involvement monies in the following manner:

- a. Student incentives and/or performance rewards; \$500.
- b. School-wide programs and/or assemblies; \$500.
- c. Teacher and staff development workshops and/or conferences (to include substitute teacher, registration, per diem and/or travel); \$500.
- d. Books and materials for parent trainings and/or book studies; \$250.
- e. AR books, classroom libraries and/or professional books for teachers; \$250.
- f. Materials and/or books for summer student packets. \$1500.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Nix, Tracey	Principal
Maddox, Mary Sue	Assistant Principal
Carlton, Rebecca	Instructional Coach
Chapman, Kristen	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) includes the principal, assistant principal, literacy coach, and school counselor, as well as the chairperson(s) from each grade level. This team collaborates with teachers to analyze data and to identify appropriate research-based strategies. The LLT also discusses topics such as effective and rigorous instruction, engaging practices for students, higher-order-questioning/thinking strategies, and available research-based resources all with the focus of increasing student achievement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The staff motto that North Wauchula Elementary School has adopted for this school year is, "Be the change you want to see." The essence of this statement reflects the desire for each teacher to be a part of establishing a positive, collaborative teaching relationship. The administration diligently finds highly effective professionals to fill vacant positions, and provides the necessary support to develop, equip and maintain effective instructors. Opportunities are provided for teachers to view highly effective modeled teaching strategies. A common planning time is designed within each school day providing teachers with collaborative opportunities to share individual strengths and instructional methods within a guided planning structure. Grade chair leadership is selected to develop a solid well performing grade level unit. Training for unpacking the Florida Standards and using the Hardee County Pacing Guide has been provided for teachers to effectively plan lessons collaboratively using grade level standards. A common school philosophy, common academic language, and variety of teaching tools (Kagan, Thinking Maps, etc..) encourage collaboration among faculty. A fellowship is provided as a component of all Best Practice trainings. All measures are designed to encourage a positive collaboration among faculty and staff.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Each number below describes the school's strategies to recruit, develop and retain highly qualified and certified effective teachers. Additionally listed is the name of the person overseeing this.

1. Principal Tracey Nix reviews and responds appropriately to resumes provided by the district Director of Personnel for the purpose of high quality recruitment.
2. Recruitment of highly qualified teachers by Principal Tracey Nix and Assistant Principal Mary Sue Maddox occurs during the local Teach-In Fairs.
3. Principal Tracey Nix views potential teaching candidates at the internet website <http://www.teachinflorida.com/>
4. The development of new teachers is a primary focus for the administrative staff. The Literacy Coach, Rebecca Carlton, provides mentorship, working individually with teachers utilizing the coaching cycle, support through weekly and then monthly meetings, as well as through timely workshops with teachers on the elements to be mastered to be able to do their job well.
5. Teacher retention is focused on through the school culture of shared leadership. These responsibilities are performed by Principal Tracey Nix, Assistant Principal Mary Sue Maddox, Literacy Coach Rebecca Carlton, grade level chairpersons, and all school staff members.
6. Teacher retention is a focus at the district level through the Beginning Teacher Connections program, overseen by District Resource Teacher, Kristen Rivas

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Literacy Coach, Rebecca Carlton, serves as the mentor for teachers new to North Wauchula Elementary. Mrs. Carlton is a highly qualified coach who has obtained her Masters in Elementary Education and is additionally certified in Reading (Grades K-12) and is ESOL endorsed. Her mentoring responsibilities are the teachers new to NWES: Mrs. Driskell, Mrs. Watson, Mr. Richardson, Ms. Chavez, and Mrs. Screeton. Literacy Coach Carlton meets with these individuals on a monthly basis to review school events, procedures and requirements. The coach also follows the coaching model of holding pre-conferences, in-class observations, and a follow-up reflection time after observations. In addition, she spends time modeling in the classrooms of new teachers and assists with any procedural or instructional needs that occur. Further, these teachers receive assistance from their respective grade level chairpersons, and are mentored throughout the year by the District Resource Teacher, Kristen Rivas.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core instructional programs and materials are aligned to Florida Standards. During the Spring of 2015, a district wide leadership committee composed of highly qualified teacher-leaders in the areas of ELA and Math from all elementary school sites developed an academic pacing guides. The creation of these pacing guides required the committee to analyze and prioritize each Florida Standard, outlining a pace for mastery of these standards. Grade teams collaboratively plan using the pacing guide and the Florida Standards. Resources (textbooks, computer programs, Guided Reading texts, CPalms, etc.) are selected to effectively facilitate the teaching of these standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

A variety of data is collected on individual students including: Spring 2015 Florida Standard Assessment (FSA) data in ELA and mathematics for fourth and fifth grade students; progress monitoring data throughout the year using iReady for both reading and math; Standardized Test for the Assessment of Reading (STAR) to monitor reading vocabulary and comprehension; End-of-the-Course Exams (EOC), and Florida Kindergarten Readiness Screener (FLKRS) for Kindergarten readiness.

For fifth grade students, Science FCAT 2.0, STAR, and iReady data were analyzed to determine appropriate placement for reading and mathematics within the departmentalized model. In all other subject matter, students are heterogeneously placed using this data. At the fourth grade level, classroom placement of students is balanced using iReady benchmark data. At both levels this data is used as one tool when considering Response to Intervention (RtI) Tier II and RtI Tier III designation. STAR and iReady data are also used when scheduling students for Reading Remediation pull-out services.

Schoolwide, the computerized program, i-Ready, is used as a diagnostic and instructional tool for Kindergarten through fifth grade students. Progress monitoring will be conducted with all learners three times a school year. Data gathered from the iReady diagnostics is used to form skill-based guided reading and/or guided math groups. Differentiated learner groups are constructed to meet the varying needs of students in each classroom.

This same data is used to identify students who demonstrate outstanding academic achievement. Each grade level has one class designated to meet the needs of students who demonstrate academic excellence. The REACH program delves more expansively into the standard curriculum for the grade level thus enhancing the students' learning. These differentiated learning opportunities assure that we align resources and personnel to meet the needs of all students and maximize student outcomes. In addition, all data is used when developing Individual Education Plans (IEPs) and interventions in a 504 Plan. Exceptional Student Education (ESE) Inclusion and pull-out instructional staff members, teachers and Educational Support Personnel (ESP) use this data to individualize academic instruction which are enumerated in the IEP goals. These types of modified instruction helps students that have difficulty attaining proficient levels on state assessments.

Other diagnostic tools help to guide instruction as well. Data gathered from Running Record probes helps guide teachers instruction in fluency. Primary classroom teachers conducted probes bi-weekly while intermediate probes are conducted at progress report and report card times. Intermediate students who perform below the expected number of words correct per minute (wcpm) are assessed more frequently to monitor progress. STAR measures progress in vocabulary and comprehension. It is given quarterly, and more frequently for students not meeting grade level expectation.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,150

Third through fifth grade students who scored a 35% or below on the 2015 iReady benchmark 1, will be afforded the opportunity to attend the after-school program. The program will target the academic area of reading to student in the aforementioned subgroup. The after-school program will be organized into two instructional sessions. Session One will occur in the fall and will run for 80 minutes two days a week for a total of 18 days or 1,350 minutes. The second session will begin mid-January for all Migrant and ELL students. This program will run for eight weeks with 80 minutes per day, totaling 1,350 minutes.

Strategy Rationale

The students in the after-school program will be served using research-based materials designed to meet the academic needs of each. Once in the after-school program, students' needs will be determined through the iReady computerized diagnostic reports at the four-week mark. Some of the strategies that will be employed include: intensive, strategic guided approach to reading in small groups, computer-assisted instruction, and focused skill lessons through the research-based materials. Session two will offer intensive reading instruction, as well as the iPad Migrant lab which will provide additional instructional support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maddox, Mary Sue, mmaddox@hardee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be collected and analyzed at the end of each week of the after-school program to determine the effectiveness of the strategy used for those receiving direct instruction. Data will be gathered through mini-assessments and computer-assisted instruction.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

North Wauchula Elementary welcomes local Pre-K programs in the spring of each year to visit and become familiar with the transitional K-5 school surroundings. They tour the facility, participate in a Kindergarten-style lesson, and eat in the school cafeteria to orient those children to the lunch procedures of our K-5 school. Kindergarten teachers provide parent orientation at the East Coast Migrant and the Redlands Christian Migrant Association (RCMA) campuses annually to review readiness skills, curriculum, and registration requirements. The school sends letters home to parents about VPK (Voluntary Pre-K) and encourages all parents of pre-kindergarten students who will be attending North Wauchula Elementary to participate. Kindergarten Round-Up is traditionally scheduled in the spring of each school year. Kindergarten teachers are in attendance for the purpose of meeting the incoming kindergarten students and conducting activities with the incoming families.

In the month of May, administration and staff from Hardee Junior High School come to NWES to administer a placement test which is used in conjunction with FCAT scores to determine middle school placement. Around this time, the Avid team interviews outgoing 5th graders to see which students would be ideal for their program; they seek average students who lack support and provide that support to make them above average. Additionally, in May, NWES students receive an orientation which takes place at the Junior High where they are oriented to the campus and to what their sixth grade school year will look like.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** North Wauchula Elementary School's administrative and instructional staff will acquire knowledge of students' current and developing needs through formative and summative assessments, and will appropriately respond to student academic needs by increasing student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small group.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. North Wauchula Elementary School's administrative and instructional staff will acquire knowledge of students' current and developing needs through formative and summative assessments, and will appropriately respond to student academic needs by increasing student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small group. 1a

G074244

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Resources Available to Support the Goal 2

- The resources include: Professional Development stressing the role of the teacher as the facilitator of learning, emphasising the gradual release model-lessons, using lesson hooks and exit tickets, implementing Kagan structures and Concrete, Representational, Abstract (CRA) approach, improving Guided Reading for small group instruction, and using ongoing assessments in order to differentiate for the instructional needs of students.
- The administrative staff will regularly check lesson plans to verify the evidence of the Gradual Release model, and will consistently conduct classroom walkthroughs to observe that the process is taking place.

Targeted Barriers to Achieving the Goal 3

- Teachers' knowledge of students' individual learning needs and of the appropriate responses to those needs
- An over-reliance on lengthy whole-group instruction where the lesson is teacher-centered

Plan to Monitor Progress Toward G1. 8

iReady ELA and mathematics data will be collected and reviewed throughout the year to monitor progress toward the set goal.

Person Responsible

Tracey Nix

Schedule

Triannually, from 9/7/2015 to 5/20/2016

Evidence of Completion

iReady ELA and mathematics data; Classroom observations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. North Wauchula Elementary School's administrative and instructional staff will acquire knowledge of students' current and developing needs through formative and summative assessments, and will appropriately respond to student academic needs by increasing student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small group. **1**

 **G074244**

G1.B1 Teachers' knowledge of students' individual learning needs and of the appropriate responses to those needs **2**

 **B193834**

G1.B1.S1 Instructional staff will analyze and respond fluidly to data acquired from ongoing formative assessments in the classroom, as well as the use of iReady instructional data. The iReady diagnostic data will guide the differentiation process in both reading and mathematics. **4**

 **S205369**

Strategy Rationale

Each student's specific learning needs will be addressed through targeted interventions or enrichment.

Action Step 1 **5**

The iReady Scale Score Placement Tables will be used to develop small group instruction based on the scale score range of tested subgroups in reading and mathematics.

Person Responsible

Tracey Nix

Schedule

Every 2 Months, from 9/8/2015 to 5/20/2016

Evidence of Completion

Continued adjustments to small groups depending on student academic progress

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fluctuations in small groups noted in lesson plan attachments

Person Responsible

Rebecca Carlton

Schedule

Weekly, from 9/8/2015 to 5/24/2016

Evidence of Completion

Fluctuations in small groups noted in lesson plan attachments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The administration will monitor student progress provided in iReady periodic diagnostics.

Person Responsible

Tracey Nix


Schedule

Triannually, from 9/8/2015 to 5/24/2016

Evidence of Completion

Student progress made toward grade level proficiency in reading and mathematics

G1.B2 An over-reliance on lengthy whole-group instruction where the lesson is teacher-centered **2**

 B193835

G1.B2.S1 Professional Development will be implemented where the teacher's role is that of a facilitator of learning, emphasized through Gradual Release mini-lessons, the use of lesson hooks and exit tickets, the implementation of Kagan structures and Concrete, Representational, Abstract (CRA) approach, the improvement of Guided Reading for small group instruction, and the use of ongoing assessments in order to differentiate for the instructional needs of students. **4**

 S205370

Strategy Rationale

The rationale for this strategy is to foster student engagement through a process of Gradual Release where students move from mini-lessons, to a guided practice, to collaborative activities, and finally individual practice or assessment. On-going assessments guide the teacher's decision-making as he/she differentiates for specific student's needs throughout the process.

Action Step 1 **5**

North Wauchula Elementary School will monitor the four-step process of Gradual Release focused on steps two and three: guided practice and student collaborative activities.

Person Responsible

Rebecca Carlton

Schedule

Weekly, from 8/4/2015 to 5/13/2016

Evidence of Completion

Observations of guided practice and student collaboration; lesson plan documentation

Action Step 2 **5**

North Wauchula Elementary School will conduct Professional Development (PD), facilitate Curriculum Council discussions, monitor Professional Learning Communities (PLC), review teachers' lesson plans, and observe student engagement in the areas of differentiated small group Guided Reading and Concrete, Representational, and Abstract (CRA) processes in mathematics.

Person Responsible

Tracey Nix

Schedule

Weekly, from 8/4/2015 to 5/24/2016

Evidence of Completion

Agendas from PD, Curriculum Council and PLC Meetings; review of lesson plans; classroom observations; Implementation of The Next Steps to Guided Reading by Jan Richardson

Action Step 3 5

North Wauchula Elementary School will monitor student academic progress through iReady instructional and diagnostic reading and math components, as well as the use of Promethean boards, ActivExpressions or ActiVotes, iPads, and Chromebooks in the classrooms.

Person Responsible

Tracey Nix

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

iReady reports, Classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

A compilation of working agendas may be accessed in the Google Drive confirming the fidelity of a more intentional movement toward authentic collaborative engagement in the classroom for student learning. Classroom walk-thrus will be conducted frequently by Administration verifying the application of the Professional Development.

Person Responsible

Tracey Nix

Schedule

Daily, from 8/10/2015 to 5/24/2016

Evidence of Completion

Leadership Team Agendas; Curriculum Council Agendas; Best Practice agendas; Grade level agendas; Classroom Observations by Administrative Team

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers' classroom application of the Professional Development which emphasizes best practices will be an indicator of effectiveness. Increased time on task and authentic student engagement will demonstrate improvements of the transitional methods employed.

Person Responsible

Tracey Nix

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

FASTe reports; Maintain accountability to the grade level's Pacing Guide.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The iReady Scale Score Placement Tables will be used to develop small group instruction based on the scale score range of tested subgroups in reading and mathematics.	Nix, Tracey	9/8/2015	Continued adjustments to small groups depending on student academic progress	5/20/2016 every-2-months
G1.B2.S1.A1	North Wauchula Elementary School will monitor the four-step process of Gradual Release focused on steps two and three: guided practice and student collaborative activities.	Carlton, Rebecca	8/4/2015	Observations of guided practice and student collaboration; lesson plan documentation	5/13/2016 weekly
G1.B2.S1.A2	North Wauchula Elementary School will conduct Professional Development (PD), facilitate Curriculum Council discussions, monitor Professional Learning Communities (PLC), review teachers' lesson plans, and observe student engagement in the areas of differentiated small group Guided Reading and Concrete, Representational, and Abstract (CRA) processes in mathematics.	Nix, Tracey	8/4/2015	Agendas from PD, Curriculum Council and PLC Meetings; review of lesson plans; classroom observations; Implementation of The Next Steps to Guided Reading by Jan Richardson	5/24/2016 weekly
G1.B2.S1.A3	North Wauchula Elementary School will monitor student academic progress through iReady instructional and diagnostic reading and math components, as well as the use of Promethean boards, ActivExpressions or ActiVotes, iPads, and Chromebooks in the classrooms.	Nix, Tracey	8/10/2015	iReady reports, Classroom observations	5/24/2016 weekly
G1.MA1	iReady ELA and mathematics data will be collected and reviewed throughout the year to monitor progress toward the set goal.	Nix, Tracey	9/7/2015	iReady ELA and mathematics data; Classroom observations	5/20/2016 triannually
G1.B1.S1.MA1	The administration will monitor student progress provided in iReady periodic diagnostics.	Nix, Tracey	9/8/2015	Student progress made toward grade level proficiency in reading and mathematics	5/24/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Fluctuations in small groups noted in lesson plan attachments	Carlton, Rebecca	9/8/2015	Fluctuations in small groups noted in lesson plan attachments	5/24/2016 weekly
G1.B2.S1.MA1	Teachers' classroom application of the Professional Development which emphasizes best practices will be an indicator of effectiveness. Increased time on task and authentic student engagement will demonstrate improvements of the transitional methods employed.	Nix, Tracey	8/24/2015	FASTe reports; Maintain accountability to the grade level's Pacing Guide.	5/20/2016 weekly
G1.B2.S1.MA1	A compilation of working agendas may be accessed in the Google Drive confirming the fidelity of a more intentional movement toward authentic collaborative engagement in the classroom for student learning. Classroom walk-thrus will be conducted frequently by Administration verifying the application of the Professional Development.	Nix, Tracey	8/10/2015	Leadership Team Agendas; Curriculum Council Agendas; Best Practice agendas; Grade level agendas; Classroom Observations by Administrative Team	5/24/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. North Wauchula Elementary School's administrative and instructional staff will acquire knowledge of students' current and developing needs through formative and summative assessments, and will appropriately respond to student academic needs by increasing student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small group.

G1.B1 Teachers' knowledge of students' individual learning needs and of the appropriate responses to those needs

G1.B1.S1 Instructional staff will analyze and respond fluidly to data acquired from ongoing formative assessments in the classroom, as well as the use of iReady instructional data. The iReady diagnostic data will guide the differentiation process in both reading and mathematics.

PD Opportunity 1

The iReady Scale Score Placement Tables will be used to develop small group instruction based on the scale score range of tested subgroups in reading and mathematics.

Facilitator

Literacy Coach, Rebecca Carlton

Participants

North Wauchula Elementary Instructional Staff

Schedule

Every 2 Months, from 9/8/2015 to 5/20/2016

G1.B2 An over-reliance on lengthy whole-group instruction where the lesson is teacher-centered

G1.B2.S1 Professional Development will be implemented where the teacher's role is that of a facilitator of learning, emphasized through Gradual Release mini-lessons, the use of lesson hooks and exit tickets, the implementation of Kagan structures and Concrete, Representational, Abstract (CRA) approach, the improvement of Guided Reading for small group instruction, and the use of ongoing assessments in order to differentiate for the instructional needs of students.

PD Opportunity 1

North Wauchula Elementary School will monitor the four-step process of Gradual Release focused on steps two and three: guided practice and student collaborative activities.

Facilitator

Literacy Coach, Rebecca Carlton

Participants

Instructional classroom staff

Schedule

Weekly, from 8/4/2015 to 5/13/2016

PD Opportunity 2

North Wauchula Elementary School will conduct Professional Development (PD), facilitate Curriculum Council discussions, monitor Professional Learning Communities (PLC), review teachers' lesson plans, and observe student engagement in the areas of differentiated small group Guided Reading and Concrete, Representational, and Abstract (CRA) processes in mathematics.

Facilitator

Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach, Rebecca Carlton

Participants

Grade level instructional staff

Schedule

Weekly, from 8/4/2015 to 5/24/2016

PD Opportunity 3

North Wauchula Elementary School will monitor student academic progress through iReady instructional and diagnostic reading and math components, as well as the use of Promethean boards, ActivExpressions or ActiVotes, iPads, and Chromebooks in the classrooms.

Facilitator

Literacy Coach, Rebecca Carlton

Participants

Grade level instructional staff

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The iReady Scale Score Placement Tables will be used to develop small group instruction based on the scale score range of tested subgroups in reading and mathematics.				\$0.00
2	G1.B2.S1.A1	North Wauchula Elementary School will monitor the four-step process of Gradual Release focused on steps two and three: guided practice and student collaborative activities.				\$0.00
3	G1.B2.S1.A2	North Wauchula Elementary School will conduct Professional Development (PD), facilitate Curriculum Council discussions, monitor Professional Learning Communities (PLC), review teachers' lesson plans, and observe student engagement in the areas of differentiated small group Guided Reading and Concrete, Representational, and Abstract (CRA) processes in mathematics.				\$6,825.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - North Wauchula Elementary Schl			\$625.00
Notes: Staff PLC text: The Next Steps in Guided Reading by Janet Richardson						
			0111 - North Wauchula Elementary Schl			\$5,000.00
Notes: After School staffing						
			0111 - North Wauchula Elementary Schl			\$1,200.00
Notes: After School materials						
4	G1.B2.S1.A3	North Wauchula Elementary School will monitor student academic progress through iReady instructional and diagnostic reading and math components, as well as the use of Promethean boards, ActivExpressions or ActiVotes, iPads, and Chromebooks in the classrooms.				\$69,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - North Wauchula Elementary Schl			\$20,000.00
Notes: Replacement of 25 expired student computers						
			0111 - North Wauchula Elementary Schl			\$14,400.00
Notes: Addition of 48 Chromebooks						
			0111 - North Wauchula Elementary Schl			\$16,200.00

Budget Data						
			<i>Notes: Addition of 54 iPad minis</i>			
			0111 - North Wauchula Elementary Schl			\$10,200.00
			<i>Notes: Replacement of 12 LCD projectors for Promethean boards</i>			
			0111 - North Wauchula Elementary Schl			\$3,000.00
			<i>Notes: Replacement bulbs for 24 LCD projectors</i>			
			0111 - North Wauchula Elementary Schl			\$6,000.00
			<i>Notes: Addition of 2- 32 set ActiVotes Addition of 2- 32 set ActivExpressions</i>			
Total:						\$76,625.00