

North Wauchula Elementary School



2016-17 Schoolwide Improvement Plan

North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north_wauchula

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	F

**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 11/10/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Wauchula Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

School Mission Statement:

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

b. Provide the school's vision statement.

School Vision Statement:

NWES is a school where teachers facilitate student growth through differentiated learning, collaboration, and innovative thinking. These expectations create purpose-driven students who thrive in a safe and challenging learning environment.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nix, Tracey	Principal

b. Duties

1. 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, assists in creating graphs, facilitates 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.

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.

2. 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 Edvocate (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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amanda Outley	Education Support Employee
Stacy Baker	Parent
Salina Gatton	Parent
Chantelle Garcia	Teacher
Epifania Guzman	Parent
Kristifer Harden	Parent
Audra Hernandez	Parent
Sandra Hernandez	Parent
Liberty Lozano	Parent
Tracey Nix	Principal
Paula Teape	Parent
Roxana Torres	Parent
Megan Zahara	Parent
Cristina Zamora	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the May 2016 School Advisory Council (SAC) meeting, the administration reviewed the most current benchmark data with the SAC membership (in the absence of the 2016 Florida Standard Assessment or FSA data). The progress made on the School Improvement goals for the 2015-2016 school year was discussed and evaluated. The 2015-2016 FCAT 2.0 (Florida Comprehensive Assessment Test 2.0) Science data was reviewed at the initial 2016-2017 SAC meeting which was held on August 30, 2016. The council was given an opportunity to make comments on and/or ask questions regarding the prior year's goal and data.

b. Development of this school improvement plan

During the May 2016 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 2015-2016 school year. Based on that information, the council discussed various potential SIP goals for the upcoming school year. Prior to the August 30, 2016 SAC meeting, several of the SAC members had direct input into the formation of the SIP goal for the 2016-2017 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 August 30, 2016. The goal, barriers, action plans and strategies were discussed. After the presentation and council input, the SAC unanimously voted to accept the 2016-2017 School Improvement Plan.

c. Preparation of the school's annual budget and plan

During the May 5, 2016 School Advisory Council (SAC) meeting, the administration reviewed the 2015-2016 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 August 30, 2016 School Advisory Council meeting, the 2016-2017 North Wauchula Elementary schoolwide focuses and best practices (as developed by the school's Leadership Team and Curriculum Council), along with the 2016-2017 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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. 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 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. A need for additional time to plan more deeply was felt across the grade levels. In order to address that need, there have been set aside two "Protected Planning" days per month. During these two hours blocks per month, grade teams are to plan forward four weeks in Reading, as well as two hours per month to plan forward in Mathematics based on the Florida State Standards that have been unpacked. There are also one to two "Data, Differentiation, and Business" (D,D&B) meetings set aside per month to look intensely at the data acquired and to develop a planned response to the data. Grade chair leadership is selected to develop a solid well performing grade level unit. 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.

2. 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

3. 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: Ms. Hernandez, Ms. Hartley, Mr. Corduana, Mr. Schuemann, Mrs. Bromley, Mrs. Heine, and Ms. Taylor. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 2016 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, Florida Standard Assessment (FSA), 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, 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 at progress report and report card times, while the intermediate students will be assessed once a semester. The research-based DIBELS probes will be used to monitor the reading fluency of all students. This assessment will be conducted monthly as a part of the computer lab, and the words correct per minute (WCPM) will be provided to the classroom teachers another indicator for reading instruction.

2. 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: 2,630

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 16 days or 1,280 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. Those who will be afforded the opportunity to attend for Session One of the after-school program are: third grade students who scored at the bottom quartile on the initial iReady diagnostics; fourth grade students who scored a Level 2 of FSA Reading or Math; and fifth grade students who achieved a Level 2 on the FSA Reading and those who scored a Level 1 or 2 on the FSA Math test. The invitations to Session Two will be extended to Fourth students who scored a Level 1 of FSA Reading and Math, and Fifth grade students who scored a Level 1 of FSA Reading. There will also be an after-school program for migrant and English Language Learners.

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 and math 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 inconjunction 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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 by examining data through formative and summative assessments, and will appropriately respond to student academic needs through rigor and increased student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small groups based on Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 by examining data through formative and summative assessments, and will appropriately respond to student academic needs through rigor and increased student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small groups based on Florida Standards. **1a**

 G085308

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	

Targeted Barriers to Achieving the Goal **3**

- An underlying barrier is a need for a thorough understanding of the multifaceted elements within each Florida standard.
- A secondary barrier is the need for an on-going analysis of individual and grade level student ELA and Math data.
- An additional barrier is the ability to place students in flexible groupings based on data, and to have meaningful, focused learning centers in place.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- The resources include: Best Practices by Literacy Coach; District Reading Coach; State Differentiate Accountability Team for Reading and Math
- The resources include: iReady Reading and Math lessons and diagnostics; Running Records; Fluency monitoring; AR reports; Cold Reads; Unit tests for reading and math; Early Interventions in Reading (2nd grade); Leveled Literacy Intervention (RtI); ESGI (Kindergarten)
- The resources include: Words Their Way by Donald Bear; Growing Independent Learners from Literacy Standards to Stations (K-3) to be done as a book study; Best Practices by Literacy Coach; District Reading Coach; State Differentiate Accountability Team for Reading and Math

Plan to Monitor Progress Toward G1. **8**

iReady Reading 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 9/7/2016 to 5/19/2017

Evidence of Completion

iReady Reading 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

 = 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 by examining data through formative and summative assessments, and will appropriately respond to student academic needs through rigor and increased student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small groups based on Florida Standards. **1**

 G085308

G1.B1 An underlying barrier is a need for a thorough understanding of the multifaceted elements within each Florida standard. **2**

 B226842

G1.B1.S1 The instructional staff will acquire an understanding of how to examine the requirements and expectations built within each standard. The goal is for teachers to be able to execute the steps for breaking apart the standard to a level of mastery. **4**

 S239301

Strategy Rationale

The rationale behind this strategy is to equip teachers to innately approach each standard and have a complete understanding of its parts.

Action Step 1 **5**

A preschool inservice was provided regarding the examination and breaking apart of the Florida Standards. During the protected planning week each month, the grade level chairpersons, with support from a Leadership Team member, will assist teachers of that grade level to analyze and understand the expectations embedded in the Florida Standards for the next four to five weeks.

Person Responsible

Tracey Nix

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

Observation of instruction of grade level discussions; Grade level planning minutes and completion of planning template

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

The Leadership Team will observe and participate in the monthly grade level protected planning times.

Person Responsible

Tracey Nix

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documentation in lesson plans; Grade level planning minutes

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

The administration will monitor student progress provided in iReady periodic diagnostics as an indicator of the thorough instruction for all aspects of each standard.

Person Responsible

Tracey Nix


Schedule

Triannually, from 8/10/2016 to 5/25/2017

Evidence of Completion

Student progress made toward grade level proficiency in reading and mathematics

G1.B2 A secondary barrier is the need for an on-going analysis of individual and grade level student ELA and Math data. **2**

 B226843

G1.B2.S1 Once the data has been collected and analyzed, the teachers will develop a differentiated folder which identifies students by math/reading level and/or skill needs. The groups will be flexible based on student growth and needs. **4**

 S239302

Strategy Rationale

Teachers will more effectively meet the individual learning needs of their students.

Action Step 1 **5**

Individual instructors will gather student information and details regarding daily performance in order to develop deliberate whole group and small group instruction. During the bimonthly Data, Differentiation and Business (D-D&B), each grade level team will bring appropriate (individual, grade level, ...) data to be analyzed, discussed and responded to with meaningful, purposeful action. The Leadership Team members will participate in the grade level D-D&B meetings.

Person Responsible

Rebecca Carlton

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Minutes from the D-D&B meeting (template provided for data and differentiation)

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

As a Leadership Team, data will be reviewed available data quarterly

Person Responsible

Tracey Nix

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Flexible grouping as documented in lesson plans; differentiated folders; Principal/Teacher Data forms

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

Observation of and participation in instructional conversations during D-D&B meetings

Person Responsible

Tracey Nix

Schedule

Weekly, from 8/24/2016 to 5/19/2017

Evidence of Completion

Instructional staff members will bring to the D-D&B meetings current analzed data

G1.B3 An additional barrier is the ability to place students in flexible groupings based on data, and to have meaningful, focused learning centers in place. 2

 B226844

G1.B3.S1 The instructional staff will become proficient in the development of differentiated folders. The math/reading folders will define levels and/or skill groups which will address the individual academic student needs. 4

 S239303

Strategy Rationale

The differentiated folder enables the instructor to prescribe specific instruction for each child.

Action Step 1 5

During the September inservice, professional development will be provide on differentiated folders and/or the development of reading level and skill groups. Teachers will be given time to examine existing data for their students and to construct the differentiated folders/groups.

Person Responsible

Schedule

Every 6 Weeks, from 9/16/2016 to 5/25/2017

Evidence of Completion

Differentiated folders will be created; small group will be based on the needs noted; flexible groupings will be observed during frequent walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data will be examined at the bimonthly D-D&B grade level meetings; teachers will differentiate their instruction and small groups based on the examined data

Person Responsible

Tracey Nix

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Lesson plans will be checked on a regular basis; the D-D&B template completion will be monitored

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

iReady data for Reading and Math will be monitored for noted improvements or areas of concern

Person Responsible

Rebecca Carlton


Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Improvements in students' iReady Reading and Math data; Teacher developed assessments

G1.B3.S2 Math and literacy work stations will be developed based on the Florida Standards. These stations will contain meaningful work on skills that have been previously addressed in whole group instruction. 4

 S239304

Strategy Rationale

This rationale allows student practice on skills previously taught. This is done in an environment where children cooperate and interact with one another and exercise their skills in listening, speaking, reading and writing.

Action Step 1 5

Through professional development, teachers will restructure their math and literacy blocks to allow for whole group instruction, as well as small group and center time. As grade levels break apart standards, teachers will create workstations which reinforce skills previously taught based on the standards.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M317245	iReady Reading and Mathematics data will be collected and reviewed throughout the year to monitor...	Nix, Tracey	9/7/2016	iReady Reading and Mathematics data; Classroom observations	5/19/2017 triannually
G1.B2.S1.MA1 M317241	Observation of and participation in instructional conversations during D-D&B meetings	Nix, Tracey	8/24/2016	Instructional staff members will bring to the D-D&B meetings current analzed data	5/19/2017 weekly
G1.B2.S1.MA1 M317242	As a Leadership Team, data will be reviewed available data quarterly	Nix, Tracey	9/12/2016	Flexible grouping as documented in lesson plans; differentiated folders; Principal/Teacher Data forms	5/19/2017 quarterly
G1.B3.S1.MA1 M317243	iReady data for Reading and Math will be monitored for noted improvements or areas of concern	Carlton, Rebecca	8/10/2016	Improvements in students' iReady Reading and Math data; Teacher developed assessments	5/24/2017 biweekly
G1.B3.S1.MA1 M317244	Data will be examined at the bimonthly D-D&B grade level meetings; teachers will differentiate...	Nix, Tracey	8/10/2016	Lesson plans will be checked on a regular basis; the D-D&B template completion will be monitored	5/24/2017 biweekly
G1.B1.S1.MA1 M317239	The administration will monitor student progress provided in iReady periodic diagnostics as an...	Nix, Tracey	8/10/2016	Student progress made toward grade level proficiency in reading and mathematics	5/25/2017 triannually
G1.B1.S1.MA1 M317240	The Leadership Team will observe and participate in the monthly grade level protected planning...	Nix, Tracey	8/10/2016	Documentation in lesson plans; Grade level planning minutes	5/25/2017 weekly
G1.B1.S1.A1 A309917	A preschool inservice was provided regarding the examination and breaking apart of the Florida...	Nix, Tracey	8/10/2016	Observation of instruction of grade level discussions; Grade level planning minutes and completion of planning template	5/25/2017 daily
G1.B2.S1.A1 A309918	Individual instructors will gather student information and details regarding daily performance in...	Carlton, Rebecca	8/10/2016	Minutes from the D-D&B meeting (template provided for data and differentiation)	5/25/2017 weekly
G1.B3.S1.A1 A309919	During the September inservice, professional development will be provide on differentiated folders...		9/16/2016	Differentiated folders will be created; small group will be based on the needs noted; flexible groupings will be observed during frequent walk-throughs	5/25/2017 every-6-weeks
G1.B3.S2.A1 A309920	Through professional development, teachers will restructure their math and literacy blocks to...		8/10/2016		5/25/2017 weekly

V. 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 by examining data through formative and summative assessments, and will appropriately respond to student academic needs through rigor and increased student engagement with teachers serving as facilitators and by the differentiation of instruction provided in small groups based on Florida Standards.

G1.B1 An underlying barrier is a need for a thorough understanding of the multifaceted elements within each Florida standard.

G1.B1.S1 The instructional staff will acquire an understanding of how to examine the requirements and expectations built within each standard. The goal is for teachers to be able to execute the steps for breaking apart the standard to a level of mastery.

PD Opportunity 1

A preschool inservice was provided regarding the examination and breaking apart of the Florida Standards. During the protected planning week each month, the grade level chairpersons, with support from a Leadership Team member, will assist teachers of that grade level to analyze and understand the expectations embedded in the Florida Standards for the next four to five weeks.

Facilitator

Literacy Coach, Rebecca Carlton

Participants

North Wauchula Elementary Instructional and Support Staff

Schedule

Daily, from 8/10/2016 to 5/25/2017

G1.B2 A secondary barrier is the need for an on-going analysis of individual and grade level student ELA and Math data.

G1.B2.S1 Once the data has been collected and analyzed, the teachers will develop a differentiated folder which identifies students by math/reading level and/or skill needs. The groups will be flexible based on student growth and needs.

PD Opportunity 1

Individual instructors will gather student information and details regarding daily performance in order to develop deliberate whole group and small group instruction. During the bimonthly Data, Differentiation and Business (D-D&B), each grade level team will bring appropriate (individual, grade level, ...) data to be analyzed, discussed and responded to with meaningful, purposeful action. The Leadership Team members will participate in the grade level D-D&B meetings.

Facilitator

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

Participants

Instructional and support staff

Schedule

Weekly, from 8/10/2016 to 5/25/2017

G1.B3 An additional barrier is the ability to place students in flexible groupings based on data, and to have meaningful, focused learning centers in place.

G1.B3.S1 The instructional staff will become proficient in the development of differentiated folders. The math/reading folders will define levels and/or skill groups which will address the individual academic student needs.

PD Opportunity 1

During the September inservice, professional development will be provide on differentiated folders and/or the development of reading level and skill groups. Teachers will be given time to examine existing data for their students and to construct the differentiated folders/groups.

Facilitator

Literacy Coach, Rebecca Carlton

Participants

NWES Instructional staff

Schedule

Every 6 Weeks, from 9/16/2016 to 5/25/2017

G1.B3.S2 Math and literacy work stations will be developed based on the Florida Standards. These stations will contain meaningful work on skills that have been previously addressed in whole group instruction.

PD Opportunity 1

Through professional development, teachers will restructure their math and literacy blocks to allow for whole group instruction, as well as small group and center time. As grade levels break apart standards, teachers will create workstations which reinforce skills previously taught based on the standards.

Facilitator

Literacy Coach, Rebecca Carlton

Participants

NWES Instructional Staff

Schedule

Weekly, from 8/10/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	A preschool inservice was provided regarding the examination and breaking apart of the Florida Standards. During the protected planning week each month, the grade level chairpersons, with support from a Leadership Team member, will assist teachers of that grade level to analyze and understand the expectations embedded in the Florida Standards for the next four to five weeks.				\$162.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0111 - North Wauchula Elementary Schl	Title I, Part A		\$162.00
			Notes: Staff Book Study: Growth Mindset by Carol Dweck - 12 copies @ \$13.50 per book			
2	G1.B2.S1.A1	Individual instructors will gather student information and details regarding daily performance in order to develop deliberate whole group and small group instruction. During the bimonthly Data, Differentiation and Business (D-D&B), each grade level team will bring appropriate (individual, grade level, ...) data to be analyzed, discussed and responded to with meaningful, purposeful action. The Leadership Team members will participate in the grade level D-D&B meetings.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0111 - North Wauchula Elementary Schl	Title I, Part A		\$8,000.00
			Notes: After School Program: Session 1: 8 weeks at 5 teachers = \$4,000.; Focus: Level 2 students in Rding and Math; Session 2: 8 weeks at 5 teachers = \$4,000.; Focus: Level 1 students in Rding and Math = approximately \$8,000.			
3	G1.B3.S1.A1	During the September inservice, professional development will be provide on differentiated folders and/or the development of reading level and skill groups. Teachers will be given time to examine existing data for their students and to construct the differentiated folders/groups.				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	692-Computer Software Non-Capitalized	0111 - North Wauchula Elementary Schl	Title I, Part A		\$9,500.00
			Notes: Technology - Replacement of LCD projectors for the Promethian Boards - 5 at approximately \$900. each = approximately \$4,500.; 25 Chromebooks for student use @ approximately \$200. each \$5,000. Approximate total: \$9,500.			
4	G1.B3.S2.A1	Through professional development, teachers will restructure their math and literacy blocks to allow for whole group instruction, as well as small group and center time. As grade levels break apart standards, teachers will create workstations which reinforce stills previously taught based on the standards.				\$18,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Hardee - 0111 - North Wauchula Elementary Schl - 2016-17 SIP
North Wauchula Elementary School

	5100	510-Supplies	0111 - North Wauchula Elementary Schl	Title I, Part A		\$18,900.00
			<i>Notes: Curriculum: Fountas & Pinnell Early Intervention Program (Rtl K-5th grade student needs): 6 sets at \$2,250. each; Fountes & Pinnell Intervention (Rtl 5th grade student needs): 1 set at \$5,400</i>			
Total:						\$36,562.00