Wauchula Elementary School

2017-18 Schoolwide Improvement Plan

Wauchula Elementary School

400 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/wauchula_elementary

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 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	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	B

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 11/16/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Wauchula Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

b. Provide the school's vision statement.

The mission of Wauchula Elementary School is to provide our children with equal educational opportunities and to inspire our students to become lifelong learners while in a safe environment.

2. School Environment

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

Wauchula Elementary allows parents to provide input in their child's teacher selection. Each year WES hosts a "Meet Your Teacher" event that allows students and parents to meet their teacher prior to the start of school. During the first week of school teachers provide getting acquainted activities to get to know their students likes, dislikes, and interests. Additionally, a parent/teacher conference is held during the first six weeks of school that gives parents an opportunity to provide valuable information about their child. A compact, outlining the expectations of the student, teacher, and parent(s) is completed and signed during the parent/teacher conference. Throughout the year numerous parent night events are held to maintain positive relationships between the school, students, and parents.

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

A comprehensive duty schedule is in place at Wauchula Elementary School that provides all areas of the school to have a staff member to monitor and ensure student safety. Staff members are assigned to assist in the bus drop off area and the car rider area each morning and afternoon. Additionally, student Safety Patrol members are assigned to assist with unloading and loading car riders each day. Staff members are encouraged to greet students as they arrive at school each day and to make a positive comment when students leave for the day.

Regular school wide drills are held for fire, tornado, and lock-down procedures to allow teachers and students to practice procedures in the event of a real emergency.

Wauchula Elementary School has a full-time School Resource Officer. The officer regularly interacts with students in a positive way to build relationships with students. She also participates in school wide recognition events that provide opportunities for students to interact with her in a fun, non-threatening way.

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.

A school wide behavior management system is in place at Wauchula Elementary School. The student handbook outlines the expectations, policies, and rules for behavior and is provided to every student and parent. Students are encouraged to follow the established guidelines. Incentive programs are in place to recognize good citizenship and reward good behavior. Teachers and staff award C.A.T. Tickets (Caught Acting Terrific Tickets) to students when they are doing an exceptional job of following the rules. Students then enter their tickets for a weekly drawing. When students are announced on the intercom, they are allowed to pick a prize from the treasure chest.

Each nine weeks, teachers select three students from their class to receive the Top Cat Award for outstanding citizenship. A school wide pep rally type celebration is held when the Top Cat recipients are announced. Parents, grandparents, and significant adults in the child's life are invited to attend to the celebration.
At the end of the year a student from each class is nominated by the teacher for the Heartland Pediatric Award for outstanding citizenship, leadership, and scholarship and a student from each grade level is selected by a teacher committee as the grade level winner of the Heartland Pediatric Award.

Classrooms use a similar system of developing classroom expectations and providing reinforcers to help motivate students to follow the classroom plan.

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.

Wauchula Elementary employs a full-time, school counselor whose primary responsibility is to counsel students to fully develop each student's academic, career, personal, and social abilities. She assists with all aspect of a child's education.
She addresses the special needs of students who:
- are disengaged from learning and are at risk for: future dropout, participating in anti-social activity, or committing suicide;
- are in need of modified instructional strategies.
She consults with:
- student's parents or guardians and make referrals as appropriate for counseling and other services;
- school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success.
She coordinates people and resources in the school, home, and community.
With the assistance of school staff, she interprets standardized test results and other assessment data that help a student make educational and career plans.
She delivers classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Wauchula Elementary School has a well implemented early warning system to identify at risk students. Individual student data is used to generate indicators of on-track status. When a student falls below the on-track threshold, parents are notified and a team of school staff assigns the student to an intervention designed to help the student improve his/her performance.

Assistant Principal, Shadow Ward, monitors the attendance and suspension early warning data;

Guidance Counselor, Dena Patterson, monitors the course failures in ELA and math; and Principal, Sonja Bennett, monitors the Level 1 performance on FSA ELA and math.

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	13	10	6	7	13	10	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	24	5	7	7	7	11	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	3	9	23	0	0	0	0	0	0	0	35

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	7	0	1	0	4	7	0	0	0	0	0	0	0	19

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

The school creates a culture that says attending school is important and recognizes and rewards excellent attendance. School wide announcements are made regarding classrooms that meet excellent attendance.

Data tracking by teacher and team is used to effectively identify at risk students.

Parental contact is made to at risk students.

A referral to RtI is made as determined necessary and appropriate.

The district's homeless and migrant department is notified on any student in need who qualify under homeless or migrant.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

See Parent Involvement Plan

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.

Wauchula Elementary has a network of local businesses that support the efforts and projects of the school. The school administrator contacts the individual businesses as needs arise. The community partnerships assist with financial contributions, sponsoring events, and providing individual expertise for specific events.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Bennett, Sonja	Principal
Hays, Karen	Teacher, PreK
Dotson, JamiLynn	Teacher, K-12
Tubbs, Amy	Teacher, K-12
Bond, Chelsea	Teacher, K-12
Klein, Malena	Teacher, K-12
Bellfower, Cristy	Teacher, K-12
Carlton, Kristen	Teacher, K-12
Whiteside, Jennifer	Teacher, K-12
DeLoera, Yessenia	Teacher, K-12
Deaton, Kirbi	Teacher, K-12
Miranda, Jeannette	Teacher, K-12
Tyson, Kim	Teacher, ESE
Graham, Meghan	Instructional Media
Duncan, Staci	Instructional Coach
Grantham, Alisha	Paraprofessional

b. Duties

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

The Principal (Sonja Bennett) provides a common vision for the use of data-based decision-making. The Principal and Assistant Principal (Shadow Ward) ensures that the school-based teams are implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based plans and activities.

General Education Teachers - Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2

interventions, and integrates Tier I material/instruction with Tier 2/3 activities.

Literacy Coach (Staci Duncan) - Develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She also works with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides and support assessment and implementation monitoring. Additionally, she provides guidance on the K-12 Reading Plan; and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Guidance Counselor (Dena Patterson) - Gathers data from teachers, schedules and facilitates the RtI meetings, guides and monitors the RtI process, supports data collection, investigates other factors such as behavior, attendance and health, assists with staff development, assists with data interpretation, provides additional testing information, and suggests strategies and modifications in instructional delivery.

School Psychologist (Margaret Collins) - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist (Gina Neuhofer) - Educates 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 measures; 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 functions for the purpose of improving and maximizing student achievement. The team meets bi-weekly and reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations. After a student has been identified, the team will analyze the data collected, (assessments and anecdotal records presented by the student's teacher) and assist in the development of an individual instruction plan that will include, but not be limited to, instructional strategies, the use of research-based materials, and appropriate future assessments or diagnostic tools to bring about increased achievement for that student; the team will be focused on the outcome of the student progress.

Title I, Part A
Provides funds to all district schools, in a school wide project format to target academic assistance to all students, professional development for teachers, and parent involvement activities.

Title I, Part C - Migrant
Migrant funds provide services to migrant students (Pre K - 12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program focusing on readiness activities. A migrant teacher paid through migrant funds is on staff at Wauchula Elementary School. Parent involvement and education

is an integral part of the Migrant Program. Migrant advocates collaborate with school staff to ensure that the needs of the migrant students are met. Academic and support services enable migrant student to participate fully in the educational experience. A migrant Clerk provides part-time assistance at Wauchula Elementary School.

Title I, Part D - NA

Title II
Part A - provides for professional development of teachers and supports all teachers and paraprofessionals to be highly qualified. In addition, funds are used to provide substitutes for release time for teachers, consultant travel, professional development stipends, and extra duty for the academic intervention coach, supplies, and professional development for the academic intervention coach, and mentoring supplements. Additionally, incentive bonuses for high performing administrators are funded by Title II.

Title III
Supports activities to assist students in becoming proficient in English, supports teacher professional development in E.L.L. strategies, and parent involvement and education.

Title X - Homeless
Homeless funds provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds pay for one teacher at Wauchula Elementary School who teaches remedial students and provides extra duty for summer school teachers. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers throughout the district.

Violence Prevention Programs - NA

Nutrition Programs
The School Breakfast Program provides nutritious breakfasts for paying students as well as students on the reduced meal program. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.
National School Lunch Program funds nutritious lunches for paying students as well as students on the free or reduced meal program. Healthy food supports achievement by providing nutrition and help students learn.

Housing Program - NA

Head Start - NA

Adult Education - NA

Career and Technical Education - NA

Job Training - NA

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Bates, Calvin	Parent
Bennett, Sonja	Principal
Bryan, Derrel	Business/Community
Canary, Lauren	Parent
Conerly, Jennifer	Parent
Cornell, Claire	Parent
Cuevas, Jema	Parent
Esquivel, Juanita	Parent
Johnson, Andrea	Parent
Lee, Queen	Education Support Employee
Miranda, Jeannette	Teacher
MontsDeOca, Amy	Teacher
Nadaskay, Christina	Parent
Patricio, Carina	Parent
Rivas, Kristen	Parent
Rivera, Laura	Parent
Rodriguez, Maria	Parent
Sanchez, Petra	Parent
Tyson, JIll	Teacher
Virgile, Roseline	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

On October 3rd the SAC committee met to review the previous year's School Improvement Plan and school data to determine the success of each goal. Input and suggestions for improvement were provided by the SAC for the current school year. Beginning school year data in reading and math for all grades was also discussed. An additional meeting is scheduled for Tuesday, November 07th to discuss the current school year School Improvement Plan.

b. Development of this school improvement plan

The SAC met to review the FCAT data with school administration and to help identify academic goals and strategies to reach their goal. The School Advisory Council meets quarterly to review progress of the school based on the result of benchmarks, iReady, FSA, FCAT Science, and other assessment data. The SAC provides feedback and recommendations for school improvement initiatives.

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

The School Advisory Council reviewed the lottery and parent involvement budget and together, with administration, made recommendations for the use of these funds. A review of the funds will be conducted at each SAC meeting throughout the year.

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

The SAC (0953) funds for the 2017-2018 school year is $9,627.00. The SAC met on October 3rd and recommended the funds to be used to provide professional development for faculty, technology, student awards and incentives, as well as school wide assemblies that are interactive and engaging for students in grade K-5. It was further recommended that $2,000 be held in reserve.

On October 3rd, the SAC met and approved the 2017 Parent Involvement funds of $1968 to be used to provide food and material for school wide family nights and drawings to encourage attendance at family nights. $300 - $400 per parent night was decided.

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
Bennett, Sonja	Principal
Ward, Shadow	Assistant Principal
Hays, Karen	Teacher, PreK
Dotson, JamiLynn	Teacher, K-12
Tubbs, Amy	Teacher, K-12
Bond, Chelsea	Teacher, K-12
Klein, Malena	Teacher, K-12
Bellfower, Cristy	Teacher, K-12
Carlton, Kristen	Teacher, K-12
Whiteside, Jennifer	Teacher, K-12
DeLoera, Yessenia	Teacher, K-12
Deaton, Kirbi	Teacher, K-12
Miranda, Jeannette	Teacher, K-12
Tyson, Kim	Teacher, ESE
Graham, Meghan	Instructional Media
Duncan, Staci	Instructional Coach
Grantham, Alisha	Paraprofessional

b. Duties

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

The Wauchula Elementary Literacy Leadership Team is united in it's commitment to student learning. A guiding question was developed last year to help focus the behavior and efforts of every decision made throughout the year. All decisions begin with "How will this promote student achievement?" The Literacy teams meets monthly to review the school data and make decisions regarding adjustments and changes. The team then returns to their grade level teams and shares their findings and information. They support and lead the reading initiative of the school.

To promote school wide literacy 3rd - 5th graders are encouraged to read all 15 of the Sunshine State Young Reader Award Books. After each book they read and pass, their name is displayed on the wall in the media center and they receive a book charm to add to their necklace. Students proudly wear their charms. In March students who read 7 or more of the 15 books have an opportunity to compete for a spot on the school's Battle of the Book team. The team, comprised of 5 students, compete in a trivia battle with other school teams around the county.

To encourage participation in the SSYRA program, a book club is held each month using one of the SSYRA books. A teacher leads the after school event and plans activities and projects that relate to the selected book.

A K-2 Book Skirmish was implemented last year. Students in grade kinder through 2nd read a selected set of 15 books, with various reading levels. The students then compete for a spot on the Skirmish team and compete with other students in our school.

In January of each year, Wauchula Elementary School participates in the state wide literacy initiative, Celebrate Literacy. This year, the book Edward's Eyes by Patricia MacLachlan has been chosen for a school wide read aloud. At the conclusion of the book, a school wide project or community service project is completed relating to the book.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Wauchula Elementary School provides for common planning for every grade team. This allows the teachers an opportunity to plan and work collaboratively each week. Working together fosters shared goals and unity among team members. A common planning agenda is used with grade every team and notes from the meetings are posted in the teacher production room to be shared with every grade level.

A monthly Leadership meeting is held where school wide data is analyzed and discussed. Adjustments are made to instruction based on the data. These meetings also provide grade chairs an opportunity to provide input regarding their grade level needs in terms of resources, material, and school procedures. A faculty meeting is also held regularly to provide school wide information and to share best practices. Two vertical articulation meetings are held during the year, that help determine strengths and weaknesses in the core curriculum in transitioning between grade levels.

One unit of the Co-Teaching model is being implemented in third grade and one departmentalized teaching in second grade, third grade and full implementation of departmentalization in fifth grade. Three units of the Job-share model is being implemented, one in kindergarten, one in third, and one in fourth grade.

An onlilne lesson plan tool is used school wide, which allows teachers to post and share their lesson plans with one another. Additionally, book studies, trainings and professional development opportunities

are routinely provided that allow teachers an opportunity to learn and grow professionally, together.

Wauchula Elementary has a very active Sunshine Committee that is formed for the purpose of boosting morale and promoting positivity among staff.

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

(person responsible in parenthesis)

Recruitment:
The principal works cooperatively and in partnership with the two local state college's education department to provide observation and internship opportunities for students completing their education program and/or the Educator Preparedness Institute.

When new teachers are needed, the principal (Sonja Bennett) seeks approval to fill vacancies with the Superintendent of Schools. Once granted, the principal requests vacancies be advertised through the district's Human Resource Department. Vacancies are posted on the district website (Sheena Benbow).

The principal then reviews and screens applicants and resumes submitted to the district to determine professional preparation, certification, and Highly Qualified status. When needed the principal attends regional Teach-In's, contacts the education department of state colleges, reviews applicants on state websites, and networks with fellow principal's around the state to increase the applicant pool. The principal will be attending out-of-state job fairs and college fairs during the 2017-2018 school year to increase the applicant pool.

An interview team, assembled by the principal, then interviews selected applicants. Highly Qualified applicants are preferred over non Highly Qualified applicants.

Retention:
An orientation meeting with new teachers and the Principal, Assistant Principal, and Literacy Coach is held during the first week of the new school year. Expectations, school policies and procedures, and other relevant topics are discussed to ensure their success.

An orientation meeting with new teachers and their grade team is held to acclimate new teachers to the grade level, provide support, review grade level initiatives and expectations, and provide them opportunities to interact with experienced colleagues.

A monthly meeting with the new teachers is scheduled and facilitated by the Assistant Principal (Shadow Ward) and Literacy Coach (Staci Duncan) to support the efforts of new teachers, provide direction as needed, and answer questions that arise throughout the year.

The Principal partners the new teachers with a veteran teacher on their same grade level, who has proven student achievement, to ensure information and knowledge needed to be successful in that teaching assignment is communicated with the new teacher.

New teachers are provided with release time for visiting other teachers' classrooms both in their school and around the district. New teachers are given classroom funds to purchase supplemental teaching material as well as procedural and organizational classroom material.

The Principal and Assistant Principal conduct routine observations of the new teachers during instruction. The Literacy Coach conducts walk-throughs and regularly checks-in with new teachers for added support. The principal works to ensure an encouraging and non-threatening environment.

Regular professional development opportunities are provided to ensure professional growth.

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

New teachers in their first year of teaching are partnered with a veteran teacher on the same grade level, who has proven student achievement, to reduce isolation, provide opportunities to interact with experienced colleagues, and to ensure information and knowledge needed to be successful in that teaching assignment is communicated with the teacher.

The Literacy Coach (Staci Duncan) serves as a mentor for all new teachers in their first year of teaching. The Literacy Coach has expertise in evidence-based instructional strategies and has demonstrated student achievement as a classroom teacher and as a Coach. She models lessons, reviews grade level standards, and facilitates progress monitoring discussions with new teachers.

Mentee:
Yessenia DeLoera (Second) - Grade Level Mentor: Malena Klien
Katelin Yandow (Third) - Grade Level Mentor: Cristy Bellflower

School Wide Mentor: Staci Duncan - Literacy Coach

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.

Wauchula Elementary uses state and district adopted instructional material in all content areas. All material is aligned to the Florida standards. Teacher use a district pacing guide and school curriculum map to ensure standards based instruction. Each summer, the Leadership Team meets to review the school data and curriculum, and revises the curriculum maps based on data.

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.

Wauchula Elementary routinely reviews data from the FSA, FCAT Science, iReady, College and Career Ready Assessments, and classroom assessments. The data is used to determine strengths and weakness in the core curriculum for all students according to the MTSS. It also assist in identifying deficiencies in student performance, teacher performance, and/or school wide deficiencies.

When the data reveals student weaknesses, the student receives small group instruction in the classroom and interventions are put into place. If the data continues to indicate a deficiency, the

student is then referred to the guidance counselor who begins the MTSS process.

Students needing additional support in grades K-2 recieve small group remediation three days a week by a certified teacher.

Students falling in the lowest quartile in third through fifth grade were identified in the summer and a list was provided to each teacher prior to school starting. Students in this category are provided intensive reading remediation by a highly qualified reading teacher or an ESE resource teacher with a proven history of success.

A common grade level planning is provided for all grade levels at Wauchula Elementary. Each week the Grade Chair leads the team in an analysis of their grade level data. Additionally, the principal leads the Leadership Team in school-wide data analysis on a regular basis.

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: Extended School Day
Minutes added to school year: 4,520

1st Grade - Targeted students are provided with intensive remediation in reading three days a week for 1.5 hours each session.

3rd Grade - Targeted students are provided with intensive remediation in reading and math three days a week for 1.5 hours each session.

4th and 5th Grade - Targeted students are provided with intensive remediation in reading and math two days a week for one hour each session. Enrichment groups are provided for students in fourth and fifth grade.

A six week session began in October and a second six week session will begin in January 2018 once data is analyzed from session I.

Strategy Rationale

The After-School program is provided to remediate and enrich students' strength and weakness and provide additional time for students to ensure mastery of skills in reading and math. If students are provided with additional remediation in a small group setting, student achievement will increase and strengthen their foundation for day to day learning. A first grade after-school session was implemented this year to ensure students receive the needed remediation at the primary level before falling to far behind.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bennett, Sonja, sbennett@hardee.k12.fl.us

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

A pre and post benchmark assessment will be used to analyze the effectiveness of the After School Program. Teacher made assessments will also be used. The percent of students scoring proficient on the FSA will be calculated for students attending the After School Program in grades 3-5.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Wauchula Elementary School houses one Migrant Pre-K and three ESE Pre-K units. Students participating in the Pre-K program interact on the campus and participate in school-wide events.

Kindergarten Round-up was held in May of 2017. Kindergarten teachers were in attendance for the

purpose of meeting students and introducing them to activities they will experience in kindergarten.

The Early Learning Coalition works with the school district to identify pre-school students within Hardee County who qualify for a Pre-Kindergarten ESE program. Identified students have the opportunity to participate in the ESE Pre-K program provided at our school site.

To familiarize students with their classroom and teacher, students and their parents are invited to attend Meet Your Teacher held the Friday before school starts. They are also invited to Back to School Night where families learn what the class has achieved the first three weeks of school and the expectations for the year.

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.

NA

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

NA

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

NA

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   If students are routinely engaged in academic tasks at the depth of knowledge required to show mastery of the Florida Standards, then student achievement scores will increase for all students.

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. If students are routinely engaged in academic tasks at the depth of knowledge required to show mastery of the Florida Standards, then student achievement scores will increase for all students. `1a`

🔑 G099183

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	58.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Broad range of abilities of learners.

- Students lack practice in Higher Order Thinking Questions

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

- Curricular Resources in Reading: Pearson Reading Street, Pearson Leveled Readers, Saxon, Elements of Reading -Vocabulary, Accelerated Reading, iReady, Star Fall, Study Island, Lesson's in Literacy, CPalms, Florida Reading Ready, Novel Units. Curriculum Resources in Math: Houghton-Mifflin Go math, iReady, IXL Math, Think Central, Study Island, Grab and Go Centers, Fast Focus SSS, Everglades Math. Curriculum Resources in Science: Science Fusion, Science Fusion Leveled Readers, Think Central, Study Island Personnel Resources: Highly Qualified Instructional staff, Administration, Literacy Coach

Plan to Monitor Progress Toward G1. `8`

Complete observations through Truenorth Observer and lesson plan reviews.

Person Responsible
Sonja Bennett

Schedule
Biweekly, from 10/16/2017 to 5/24/2018

Evidence of Completion
Truenorth reports, OnCourse Lesson Plans review.

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. If students are routinely engaged in academic tasks at the depth of knowledge required to show mastery of the Florida Standards, then student achievement scores will increase for all students. 1

🔑 G099183

G1.B1 Broad range of abilities of learners. 2

🔑 B267023

G1.B1.S1 Provide differentiated targeted skill instruction based on iReady, STAR, and other formative assessments. 4

🔑 S282927

Strategy Rationale

If targeted skill instruction was provided based on the skill deficits identified through the data, student achievement would increase.

Action Step 1 5

Administration will complete classroom observations through Truenorth and conduct lesson plan reviews on OnCourse.

Person Responsible

Sonja Bennett

Schedule

Biweekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Truenorth, OnCourse Lesson Plans review.

Action Step 2 5

Teachers will collaborate with their grade level teams and share strategies and activities for differentiation.

Person Responsible

Sonja Bennett

Schedule

Biweekly, from 9/7/2017 to 5/31/2018

Evidence of Completion

Grade level meeting agendas and meeting minutes.

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

Conduct routine classroom observations and lesson plan reviews looking for evidence of differentiated instruction.

Person Responsible

Sonja Bennett

Schedule

Biweekly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Truenorth Observation Reports and Lesson Plans

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

Monitor PLC meeting agendas and minutes looking for evidence of planned differentated instruction.

Person Responsible

Sonja Bennett

Schedule

Biweekly, from 9/7/2017 to 5/24/2018

Evidence of Completion

PLC meeting agendas and minutes

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

Data Notebook Review and Teacher/Principal Data Chat

Person Responsible

Sonja Bennett

Schedule

Quarterly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Teacher/Principal Data Chat Questionnaire

G1.B2 Students lack practice in Higher Order Thinking Questions 2

🔑 B267024

G1.B2.S1 Increase the amount of higher order thinking questions used in instruction, practice, and assessments. 4

🔑 S282928

Strategy Rationale

If higher order thinking questions are used more frequently in instruction, then students will advance beyond superficial thinking levels.

Action Step 1 5

Instructional strategies to increase higher order thinking will be presented at each faculty meeting.

Person Responsible

Staci Duncan

Schedule

Monthly, from 10/25/2017 to 5/16/2018

Evidence of Completion

Faculty agendas with identified strategy

Action Step 2 5

Present a video from The Teaching Channel or other credentialed sites depicting a teacher using higher order thinking strategies in class.

Person Responsible

Staci Duncan

Schedule

Monthly, from 11/1/2017 to 5/9/2018

Evidence of Completion

Faculty agendas with identified strategy

Action Step 3 `5`

Teachers will share lesson plans, questions, and activities used in their class that promote higher order thinking in their weekly Professional Learning Communities.

Person Responsible

Schedule

Weekly, from 9/7/2017 to 5/17/2018

Evidence of Completion

Grade level/PLC meeting agendas and minutes

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

Complete classroom observations and lesson plan checks, looking for evidence of the effective use of higher order thinking strategies in instruction.

Person Responsible

Sonja Bennett

Schedule

Weekly, from 10/30/2017 to 5/31/2018

Evidence of Completion

Truenorth Reports and Lesson Plans

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

Monitor the Professional Learning Communities' meeting agendas and minutes and periodically attend meetings to check for fidelity of implementation.

Person Responsible

Sonja Bennett

Schedule

Weekly, from 10/5/2017 to 5/24/2018

Evidence of Completion

PLC Meeting agenda and minutes

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

Data Notebook Review and Teacher/Principal Data Chats

Person Responsible

Sonja Bennett

Schedule

Biweekly, from 9/14/2017 to 5/24/2018

Evidence of Completion

Teacher/Principal Data Chat Questionnaire

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A2 🔑 A381737	Present a video from The Teaching Channel or other credentialed sites depicting a teacher using...	Duncan, Staci	11/1/2017	Faculty agendas with identified strategy	5/9/2018 monthly
G1.B2.S1.A1 🔑 A381736	Instructional strategies to increase higher order thinking will be presented at each faculty...	Duncan, Staci	10/25/2017	Faculty agendas with identified strategy	5/16/2018 monthly
G1.B2.S1.A3 🔑 A381738	Teachers will share lesson plans, questions, and activities used in their class that promote higher...		9/7/2017	Grade level/PLC meeting agendas and minutes	5/17/2018 weekly
G1.B1.S1.MA1 🔑 M414933	Conduct routine classroom observations and lesson plan reviews looking for evidence of...	Bennett, Sonja	10/2/2017	Truenorth Observation Reports and Lesson Plans	5/18/2018 biweekly
G1.MA1 🔑 M414940	Complete observations through Truenorth Observer and lesson plan reviews.	Bennett, Sonja	10/16/2017	Truenorth reports, OnCourse Lesson Plans review.	5/24/2018 biweekly
G1.B1.S1.MA3 🔑 M414934	Monitor PLC meeting agendas and minutes looking for evidence of planned differentated instruction.	Bennett, Sonja	9/7/2017	PLC meeting agendas and minutes	5/24/2018 biweekly
G1.B2.S1.MA1 🔑 M414935	Data Notebook Review and Teacher/ Principal Data Chats	Bennett, Sonja	9/14/2017	Teacher/Principal Data Chat Questionnaire	5/24/2018 biweekly
G1.B2.S1.MA3 🔑 M414937	Monitor the Professional Learning Communities' meeting agendas and minutes and periodically attend...	Bennett, Sonja	10/5/2017	PLC Meeting agenda and minutes	5/24/2018 weekly
G1.B1.S1.MA1 🔑 M414932	Data Notebook Review and Teacher/ Principal Data Chat	Bennett, Sonja	10/23/2017	Teacher/Principal Data Chat Questionnaire	5/31/2018 quarterly
G1.B1.S1.A1 🔑 A381734	Administration will complete classroom observations through Truenorth and conduct lesson plan...	Bennett, Sonja	10/2/2017	Truenorth, OnCourse Lesson Plans review.	5/31/2018 biweekly
G1.B1.S1.A2 🔑 A381735	Teachers will collaborate with their grade level teams and share strategies and activities for...	Bennett, Sonja	9/7/2017	Grade level meeting agendas and meeting minutes.	5/31/2018 biweekly
G1.B2.S1.MA1 🔑 M414936	Complete classroom observations and lesson plan checks, looking for evidence of the effective use...	Bennett, Sonja	10/30/2017	Truenorth Reports and Lesson Plans	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If students are routinely engaged in academic tasks at the depth of knowledge required to show mastery of the Florida Standards, then student achievement scores will increase for all students.

G1.B1 Broad range of abilities of learners.

G1.B1.S1 Provide differentiated targeted skill instruction based on iReady, STAR, and other formative assessments.

PD Opportunity 1

Administration will complete classroom observations through Truenorth and conduct lesson plan reviews on OnCourse.

Facilitator

Sonja Bennett

Participants

PreK-5 Teachers

Schedule

Biweekly, from 10/2/2017 to 5/31/2018

PD Opportunity 2

Teachers will collaborate with their grade level teams and share strategies and activities for differentiation.

Facilitator

Staci Duncan

Participants

Grade Level Teams

Schedule

Biweekly, from 9/7/2017 to 5/31/2018

G1.B2 Students lack practice in Higher Order Thinking Questions

G1.B2.S1 Increase the amount of higher order thinking questions used in instruction, practice, and assessments.

PD Opportunity 1

Instructional strategies to increase higher order thinking will be presented at each faculty meeting.

Facilitator

Staci Duncan

Participants

K-5 ELA teachers

Schedule

Monthly, from 10/25/2017 to 5/16/2018

PD Opportunity 2

Present a video from The Teaching Channel or other credentialed sites depicting a teacher using higher order thinking strategies in class.

Facilitator

Staci Duncan

Participants

K-5 Teachers

Schedule

Monthly, from 11/1/2017 to 5/9/2018

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	Administration will complete classroom observations through Truenorth and conduct lesson plan reviews on OnCourse.	$0.00
2	G1.B1.S1.A2	Teachers will collaborate with their grade level teams and share strategies and activities for differentiation.	$0.00
3	G1.B2.S1.A1	Instructional strategies to increase higher order thinking will be presented at each faculty meeting.	$0.00
4	G1.B2.S1.A2	Present a video from The Teaching Channel or other credentialed sites depicting a teacher using higher order thinking strategies in class.	$0.00
5	G1.B2.S1.A3	Teachers will share lesson plans, questions, and activities used in their class that promote higher order thinking in their weekly Professional Learning Communities.	$0.00
		Total:	$0.00