# 2013-2014 SCHOOL IMPROVEMENT PLAN

## North Wauchula Elementary School

1120 N FLORIDA AVE
Wauchula, FL 33873
863-773-2183
www.hardee.k12.fl.us/north_wauchula

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 84% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 68% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| C | D | C | C |

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

# 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|---|---|---|---|
| No | No | No | No |

# Current School Status

## School Information

### School-Level Information

**School**

North Wauchula Elementary Schl

**Principal**

Tracey Nix

**School Advisory Council chair**

Jennifer Hay

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
| --- | --- |
| Tracey Nix | Principal |
| Mary Sue Maddox | Assistant Principal |
| Vickie Conerly | Literacy Coach |
| Kimberly Alexander | Guidance Counselor |
| Melanie Nuccio | Kindergarten teacher |
| Nicole Keen | 1st Grade teacher |
| Lois Redding | 2nd Grade teacher |
| Becky Clark | 3rd Grade teacher |
| Julie Garland | 4th Grade teacher |
| Becky Carlton | 5th Grade teacher |

### District-Level Information

**District**

Hardee

**Superintendent**

Mr. David D Durastanti

**Date of school board approval of SIP**

10/24/2013

## School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Membership of the SAC

There are fourteen members of the 2013-2014 School Advisory Council (SAC). The SAC consists of the principal, Tracey Nix; two classroom teachers, Maggie Santana and Jennifer Shackelford; two school support staff, Sylvia Goana and Ruben Salas; and nine parents, Sarah Araujo, Jacqueline Benitez, Ashley Chapa, Sheena Deemer, Jennifer Hay, Daphne Hays, Maria Salazar, Martha Santos and Raoul Tavarez. Of the membership, 7% (1) is Black, 57% (8) are Hispanic and 36% (5) are Caucasian. Also, it should be noted that 14% (2) are ESOL and 7% (1) is Migrant.

A School Advisory Interest form was sent allowing parent, teacher, support employee, to express their interest in being placed on the SAC ballot. Peer elections were then held to select parents, teachers, and support employees to the School Advisory Council, The council was populated according to the openings available in line with the school's demographic needs.

In accordance with the SAC Bi-Laws, elections were held during the first SAC meeting. At that meeting, Jennifer Hay was elected to the position of Chairperson. In this position, she will preside at all meetings of the Council and be a de facto member of all committees, and will be supported the the newly elected Vice Chairperson, Jennifer Shackelford. The office of secretary was filled by Daphne Hays. As secretary, she will take the minutes of the SAC meetings which will in term be made available to the public per FS 286.011. All officers were elected by unanimous votes. The principal serves as the historian for the council. According to the SAC Bi-Laws, the principal also provides information regarding the school educational plan, including the school budget, arranges for presentations of interest to the SAC and encourages leadership from within the Council.

**Involvement of the SAC in the development of the SIP**

During the May 9, 2013 School Advisory Council (SAC) meeting, the administration reviewed the most current data with the SAC membership as well as discussed the progress made on the School Improvement goals for the 2012-2013 school year. Based on that information, the council discussed various potential SIP goals for the upcoming school year. At the September 10, 2013 SAC meeting, the principal, Tracey Nix, brought the proposed goal (based on their previous input) to the membership. The goal was discussed in light of the final Annual Measurable Objectives (AMO) and FCAT 2.0 data. After the presentation and council input, the SAC unanimously voted to accept the 2013-2014 School Improvement Plan.

**Activities of the SAC for the upcoming school year**

According to the School Advisory Council (SAC) Bi-Laws, the council will meet at least four times during the 2013-2014 school year. The primary purpose of the SAC is to provide representation for its stakeholders (e.g. parents, as well as staff and community members). There are a number of new members this year; therefore, one goal will be to provide education and background for the membership in order to develop a solid knowledge base for decision-making. The School Advisory Council is viewed as a "voice" for the constituents of North Wauchula Elementary, so their insights and recommendations are welcomed. They will vote on the School Improvement Plan (SIP), the expenditures of SAC and Parent Involvement monies and will have direct input into the Parent Involvement Plan (PIP). Throughout the year the council will be kept apprised during SAC meetings of the progress made at NWE regarding the SIP goals and progress-monitoring outcomes as available. The School Advisory Council functions as the sole body responsible for final decision-making at the school relating to the implementation of school improvement.

**Projected use of school improvement funds, including the amount allocated to 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;
b. School-wide programs and/or assemblies;
c. Teacher and staff development workshops and/or conferences (to include substitute teacher, registration, per diem and/or travel);
d. Books and materials for parent trainings and/or book studies;
e. AR books, classroom libraries and/or professional books for teachers.\;
f. Materials and/or books for summer student packets.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**
In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Administrators

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| Tracey Nix | | |
|---|---|---|
| Principal | Years as Administrator: 13 | Years at Current School: 5 |
| **Credentials** | BA: Social Work, Psychology;<br>MA: Religious Education,<br>MA: Educational Leadership;<br>Certifications: Elementary Education 1-6; Reading K-12; School Social Work Pre-K-12; School Principal (all levels)<br>Endorsements: ESOL; Reading | |
| **Performance Record** | 2013 – School Grade D<br>Rdg. Proficiency, 56%<br>Math Proficiency, 52%<br>Rdg. Lrg. Gains, 52%<br>Math Lrg. Gains, 43%<br>Rdg. Imp. of Lowest 25% - 41%<br>Math Imp. of Lowest 25% - 31%<br>Rdg. AMO –58%<br>Math AMO–59%<br>2012 – School Grade C<br>Rdg. Proficiency, 49%<br>Math Proficiency, 53%<br>Rdg. Lrg. Gains, 63%<br>Math Lrg. Gains, 68%<br>Rdg. Imp. of Lowest 25% - 67%<br>Math Imp. of Lowest 25% - 66%<br>Rdg. AMO–57%<br>Math AMO–58%<br>2011 – School Grade - C<br>Rdg. Proficiency, 66%<br>Math Proficiency, 69%<br>Rdg. Lrg. Gains, 58%<br>Math Lrg. Gains, 59%<br>Rdg. Imp. of Lowest 25% - 50%<br>Math Imp. of Lowest 25% - 58%<br>Rdg. AMO–57%<br>Math AMO–55% | |

| Mary Sue Maddox | | |
|---|---|---|
| Asst Principal | Years as Administrator: 0 | Years at Current School: 0 |
| **Credentials** | BA - Elementary Education, Grades 1-6;<br>MA - Educational Leadership K-12<br>Certification: Elementary Education, Grades 1-6; Educational Leadership K-12;<br>Endorsements: ESOL, Reading | |
| **Performance Record** | 2012-2013 School Grade- not yet calculated<br>Reading Proficiency<br>10th Grade- 64%<br>11 and 12th Grade- 89.4%<br>2011-2012 School Grade- C<br>Reading Proficiency<br>9th Grade- 57%<br>10th Grade- 67%<br>2010-2011 School Grade- D<br>Reading Proficiency<br>9th grade- 50%<br>10th grade- 11% | |

### Instructional Coaches

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Vickie Conerly | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 0 |
| **Areas** | Reading/Literacy, Mathematics, Science, Data | |
| **Credentials** | BA: Elementary Education;<br>MA: Reading<br>Certifications: Pre-K K-3; Elementary Education 1-6;<br>Endorsements: ESOL; Reading | |
| **Performance Record** | 2013 – School Grade - pending<br>11th & 12th grade Reading FCAT Retakes<br>Reading. Proficiency, 54%<br>2012 – School Grade - C<br>11th & 12th grade Reading FCAT Retakes<br>Reading. Proficiency, 51%<br>2011 – School Grade - D<br>11th & 12th grade Reading FCAT Retakes<br>Reading. Proficiency, 78% | |

## Classroom Teachers

**# of classroom teachers**
31

**# receiving effective rating or higher**
30, 97%

**# Highly Qualified Teachers**
97%

**# certified in-field**
30, 97%

**# ESOL endorsed**
25, 81%

**# reading endorsed**
3, 10%

**# with advanced degrees**
9, 29%

**# National Board Certified**
0, 0%

**# first-year teachers**
1, 3%

**# with 1-5 years of experience**
6, 19%

**# with 6-14 years of experience**
19, 61%

**# with 15 or more years of experience**
6, 19%

## Education Paraprofessionals

**# of paraprofessionals**
11

**# Highly Qualified**
10, 91%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**
8

**# receiving effective rating or higher**
(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Review and respond appropriately to resumes provided by the Director of Personnel for the district for the purpose of high quality recruitment - Principal, Tracey Nix;
2. High quality recruitment of highly qualified teachers during the local Teach-In Fairs - Principal, Tracey Nix; Principal Assistant, Mary Sue Maddox;
3. Internet Site: http://www.teachinflorida.com/ - Principal, Tracey Nix;
4. Teacher retention will be a focus at the school site through providing adequate mentorship and support - Principal, Tracey Nix; Principal Assistant, Mary Sue Maddox; Literacy Coach, Vickie Conerly; Grade Chairperson for the position hired; District Resource Teacher, Jan McKibben;
5. Teacher retention will also be a focus through providing shared leadership as a part of our school culture - Principal, Tracey Nix; Principal Assistant, Mary Sue Maddox; Literacy Coach, Vickie Conerly; all school staff members; and
6. Teacher retention will be a focus at the district level through the Beginning Teacher Connections program - District Resource Teacher, Jan McKibben.

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The Literacy Coach, Vickie Conerly, will serve as the mentor for the two teachers new to our school this year, Maggie Santana (1st year teacher) and Mary Ann Duncan (new to our district). Mrs. Conerly is a highly qualified coach who has obtained her Masters in Reading and has her Reading endorsement. The Literacy Coach will serve as a mentor to Mrs. Santana and will formally meet with her on a monthly basis to review school events, procedure and requirement in which she will be expected to participate fully. The coach will also follow the coaching model of holding pre-conferences, in-class observations, and a follow-up reflection time after observations. In addition, she will spend time modeling in Mrs. Santana's classroom and assisting her with any procedural or instructional needs she may have, The Literacy Coach will also provide support as needed to Ms. Duncan as a new hire to the Hardee County School District. Further, the two teachers will receive support and assistance from their respective grade level chairpersons, and will be mentored throughout the year by the District Resource Teacher, Jan McKibben.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The members of the school-based Multi-Tiered System of Support (MTSS) Leadership Team (Core MTSS Team) are active members of the team providing input into the planning process for school improvement. The team assists with identifying goals based on the analysis of assessment data and with developing strategies to attain identified goals. The team members help develop tools used to collect and graph data showing progress toward goal attainment.

The team provides data on students in the 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 teaching.

The MTSS functions for the sole purpose of improving and maximizing student achievement. North Wauchula has four teams that are responsible for supporting Response to Intervention (RtI), for all

students. The Core MTSS Team, Grade Level RtI Teams, Probing Team, and the Guidance Problem Solving (GPS) Team. The probing team meets monthly and tests each student in the RtI program with a reading maze. The data is then gathered and graphed. The Core RtI Team meets monthly to review the data that the probing team gathers. During this meeting the team also discusses and reviews student needs at the Tier 2 and Tier 3 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 a need-to basis when students move from Tier 2 to Tier 3 to discuss the progress of the child and the interventions that are currently in place.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 seeing 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 ensuring that appropriate communications between the parents and school are taking place.
Vickie Conerly, Literacy Coach – Develops, leads and evaluates core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum, assessments, and assists in the design and implementation of progress monitoring, data collection, and data analysis for those children; along with district support, designs and delivers professional development needed to enhance the effectiveness of interventions; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Kimberly Alexander, Guidance Counselor – Gathers data from teachers, creates graphs, schedules the MTSS meetings, guides and monitors the MTSS process, supports data collection, investigates other factors such as behavior and attendance, assists with staff development, assists with data interpretation, provides additional testing information, suggest strategies and modifications in present instruction delivery.
Regan Davenport - Exceptional Student Education Teacher – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers to assist with interventions.
Michele Dick - Media Specialist - Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers to assist with interventions.
Alicia Jefferson, School Psychologist – Participate 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.
Sonya Rasmussen, 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.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

At Tier 1, administrators and grade level teams review all students' performance on the school assessments and universal screenings which are given three times per year (fall, winter, and spring).

The Universal Screenings must be capable of identifying which students are proficient in the target skill, which students are in the process of developing the skill and which are significantly deficient in the skill. The decisions to be made based on these data involve (1) how to create instructional changes so that all students reach proficiency on the skill, and (2) which students need more extensive and intensive interventions at Tier 2. As problems are identified, the Core RtI team will consider each need to determine whether it is best addressed as a large group or small group problem.

At Tier 2, the Core MTSS Team (includes two reading remediation teachers, one ESE teacher, Media Specialist, School Psychologist, School Counselor, Literacy Coach, Assistant Principal, Principal, meets every 4-6 weeks prior to the meeting with grade level teams to review and analyze Tier 2 data. This ensures consistency and accuracy of data sharing and provides a guide to grade level team decision making. At these meetings, barriers to fidelity are identified, problem solving occurs, support is enlisted from other resources (i.e. district level staff and program consultants and school psychologists) and necessary adjustments or modifications are made to the curriculum, the environment, and/or the instruction to improve the health of the core reading program for the learners.

Tier 3 interventions are developed based on individual student needs following a problem-solving process that will use diagnostic assessment, allowing more in-depth problem analysis to inform intervention development. Tier 3 instruction provides intense instruction to select students. They will receive Tier 1 and Tier 2 instruction as well as Tier 3 instruction delivered by an Intervention Teacher/ Paraprofessional for 30 minutes four times a week. A General Outcome probe is administered weekly by the Intervention Teacher/Paraprofessional to monitor the student's progress more frequently.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data – Progress Monitoring and Reporting Network (PMRN), Performance Matters, benchmark assessments, Florida Comprehensive Achievement Test (FCAT) 2.0, Florida Assessments for Instruction in Reading (FAIR)
Progress Monitoring – PMRN, Performance Matters, benchmark assessments, Accelerated Reader (AR), STAR, FAIR, classroom fluency probes and cold reads, as well as, on-going student/teacher data chats
Midyear – FAIR, Diagnostic Assessment for Reading (as needed), benchmark assessments, and STAR
Frequency of Data Chats (Teacher/Student Meetings) – Three times a year for FAIR and benchmark assessments, weekly/monthly as necessary through MTSS
End of Year – FAIR, FCAT, PMRN, Performance Matters, STAR

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The staff at North Wauchula Elementary continues to receive individual, grade level, and whole staff Professional Development with the goal of learning to target specific individual strategies for each MTSS Tier 2 and Tier 3 student. The school psychologist, Alicia Jefferson, and the guidance counselor, Kimberly Alexander, will work directly with the staff throughout the year to develop consistency in recording the intervention in place and on specific instructional strategies to meet the needs of each student. Classroom teachers will focus on clearly addressing MTSS needs, monitoring progress, communicating with parents, conferencing with students, and adjusting services as data indicates. Teachers will also be given information regarding the MTSS process during staff meetings and grade level planning. An MTSS manual is currently available and given to all staff members at the beginning of the year that includes the process for adding students, what is needed for meetings, current resources available for instructional use, and other MTSS details.

**Increased Learning Time/Extended Learning Opportunities**
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,850

The research-based strategies include: intensive, strategic guided approach to reading in small groups, computer-assisted instruction and focused skill lessons through the Ready Common Core materials by Curriculum Associates.

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

The data will be collected and analyzed after four days of instruction to determine the effectiveness of the strategy used. Data will be gathered through mini-assessments and computer-assisted instruction.

### Who is responsible for monitoring implementation of this strategy?

Under the supervision of the Assistant Principal, Mary Sue Maddox, and the Literacy Coach, Vickie Conerly, the instructional personnel will collect and analyze the effectiveness of the strategy used.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

| Name | Title |
|---|---|
| Tracey Nix | Principal |
| Mary Sue Maddox | Assistant Principal |
| Vickie Conerly | Literacy Coach |
| Kay Heine | Reading Remediation teacher |
| Jessica Powell | Reading Remediation teacher |
| Gloria Neal | 1st Grade teacher |
| Becky Carlton | 5th Grade teacher |
| Michele Dick | Media Specialist |

### How the school-based LLT functions

The Literacy Leadership Team (LLT) will meet monthly or more often as the need arises to discuss teaching strategies that can improve student performance. Progress monitoring at close intervals through mini-assessments, benchmarks, weekly assessment, AR and FAIR will be discussed in LLT meetings. The Literacy Coach along with team members will collaborate to determine what added strategies can be used to correct the deficiencies.

### Major initiatives of the LLT

The Literacy Leadership Team (LLT) will collaborate with teachers to analyze and determine what research-based strategies will be used.The LLT will also discuss topics such as effective and rigorous instruction, engaging practices for students, higher order question/thinking strategies, and available research-based resources all with the focus of increasing student achievement.

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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 the 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. As students register for Kindergarten, they are given the Kindergarten Pre-assessment in order to develop more balanced Kindergarten classrooms and to assist teachers in determining specific learning needs as early as possible.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

# Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 54% | 56% | Yes | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 44% | 60% | Yes | 50% |
| Hispanic | 45% | 50% | Yes | 51% |
| White | 71% | 63% | No | 74% |
| English language learners | 31% | 38% | Yes | 38% |
| Students with disabilities | 43% | 0% | No | 49% |
| Economically disadvantaged | 48% | 48% | Yes | 54% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 127 | 56% | 59% |
| Students scoring at or above Achievement Level 4 | 61 | 27% | 30% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 123 | 52% | 55% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 14 | 41% | 50% |

**Comprehensive English Language Learning Assessment (CELLA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 39 | 49% | 52% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 21 | 27% | 35% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 18 | 23% | 30% |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 35 | 42% | 45% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

## Area 3: Mathematics

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 58% | 55% | No | 63% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 56% | 38% | No | 60% |
| Hispanic | 55% | 47% | No | 60% |
| White | 65% | 58% | No | 69% |
| English language learners | 51% | 33% | No | 56% |
| Students with disabilities | 62% | 0% | No | 66% |
| Economically disadvantaged | 53% | 48% | No | 58% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 124 | 55% | 58% |
| Students scoring at or above Achievement Level 4 | 30 | 23% | 26% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

**Learning Gains**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 50 | 33% | 50% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | *[data excluded for privacy reasons]* | | 50% |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications | | | |
| Middle school performance on high school EOC and industry certifications | | | |

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 58% | | No | 63% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 56% | | No | 60% |
| Hispanic | 55% | | No | 60% |
| White | 65% | | No | 69% |
| English language learners | 51% | | No | 56% |
| Students with disabilities | 62% | | No | 66% |
| Economically disadvantaged | 53% | | No | 58% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

**Learning Gains**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | | | |
| Students in lowest 25% making learning gains (EOC) | | | |

**Postsecondary Readiness**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## Area 4: Science

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 29 | 41% | 45% |
| Students scoring at or above Achievement Level 4 | 12 | 29% | 32% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 |  |  |  |
| Students scoring at or above Achievement Level 4 |  |  |  |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 |  |  |  |
| Students scoring at or above Level 7 |  |  |  |

**High School Science**

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 |  |  |  |
| Students scoring at or above Level 7 |  |  |  |

**Biology I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 |  |  |  |
| Students scoring at or above Achievement Level 4 |  |  |  |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) |  |  |  |
| Participation in STEM-related experiences provided for students |  |  |  |

**High Schools**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | | | |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | | | |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | | | |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

## Area 7: Social Studies

### U.S. History End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

### Civics End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## Area 8: Early Warning Systems

**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 85 | 16% | 15% |
| Students retained, pursuant to s. 1008.25, F.S. | 24 | 4% | 4% |
| Students who are not proficient in reading by third grade | 42 | 44% | 42% |
| Students who receive two or more behavior referrals | 18 | 3% | 3% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 17 | 3% | 2% |

**Middle School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | | | |
| Students who fail an English Language Arts course | | | |
| Students who fail two or more courses in any subject | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

**High School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | | | |
| Students with grade point average less than 2.0 | | | |
| Students who fail to progress on-time to tenth grade | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

**Graduation**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. |  |  |  |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) |  |  |  |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. |  |  |  |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) |  |  |  |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

North Wauchula Elementary School (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 student needs. Additionally, there will be a separate parent night for the parents of students scoring at the level 1 and 2 on the progress monitoring in both reading and math. There will also be a parent session for students scoring at level 3-5 in order to enrich their academic skills in the core subjects (reading, writing, math, science).

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| North Wauchula Elementary will provide at least six parent events specifically designed to build parent skills in order to more adequately work with their children and increase their academic success. | 20 | 100% | 100% |

## Area 10: Additional Targets

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

# Goals Summary

**G1.** North Wauchula Elementary will integrate curriculum with fidelity by increasing rigor in the core curriculum for all subgroups as measured by student achievement on FCAT 2.0 and classroom walk-thrus..

# Goals Detail

**G1.** North Wauchula Elementary will integrate curriculum with fidelity by increasing rigor in the core curriculum for all subgroups as measured by student achievement on FCAT 2.0 and classroom walk-thrus..

### Targets Supported

- Writing

- Science - Elementary School

- Parental Involvement

- EWS - Elementary School

### Resources Available to Support the Goal

- The resources include: Professional Development on the integration of writing, speaking, listening, grammar, spelling, science, and social studies through the reading block and mathematics with writing; Modeling of higher order thinking/questioning and complex text; technology programs [i.e., PD 360; Renaissance Learning programs; I-Ready]; Professional Developments [i.e., Promethean Board training, Kathy Baumgardner with Strategies for Common Core, and Valerie Ellery, Creating Strategic Readers workshop, with six follow-up teacher observations in model classrooms]; Grade level collaboration and planning using research-based strategies.

### Targeted Barriers to Achieving the Goal

- Gaps may exist in the knowledge of true research-based strategies and the teaching impact on true, authentic learning.

- Efficient management of time for collaborative planning, classroom transitions, and the integration of multiple instructional content areas.

### Plan to Monitor Progress Toward the Goal

Progress monitoring; Teacher evaluation; VAM scores

#### Person or Persons Responsible
Teachers, support staff and administration will all be accountable for the monitoring of their individual instructional progress.

#### Target Dates or Schedule:
Mid-year and end-of-the-year

#### Evidence of Completion:
Progress monitoring assessments; End-of-the-year benchmark and/or FCAT scores; Performance Appraisal outcomes.

## Action Plan for Improvement

**Problem Solving Key**

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

**G1.** North Wauchula Elementary will integrate curriculum with fidelity by increasing rigor in the core curriculum for all subgroups as measured by student achievement on FCAT 2.0 and classroom walk-thrus..

**G1.B1** Gaps may exist in the knowledge of true research-based strategies and the teaching impact on true, authentic learning.

**G1.B1.S1** Professional Development will be calendared and conducted in the areas of: Higher order thinking and questioning, Use of complex text and writing across the curriculum; Highly effective researched-based teaching strategies including the Gradual Release process, will be modeled in the integration of curriculum; Instructional feedback will be provided in the development of rigorous lessons through the Common Core Curriculum and the Next Generation Sunshine State Standards (NGSSS) at the intermediate level..

### Action Step 1

Increasing rigor through the use of technogies such as: I-Ready, Renaissance Learning and Promethean Boards (including ActiVotes/ActivExpressions and flip charts)

#### Person or Persons Responsible

Administration: Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach, Vickie Conerly

#### Target Dates or Schedule

Regularly and on-going

#### Evidence of Completion

Data reports from the technology tools used and the design and implementation of flip charts and students' use of responders from the Promethean Boards will be used to analyze and monitor student progress.

#### Facilitator:

Literacy Coach, Vickie Conerly; District Technology Support, Jan McKibben; Promethean training through Logical Choice; I-Ready trainer

#### Participants:

NWE Instruction staff

**Action Step 2**

Classroom modeling of research-based teaching strategies following the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing).

### Person or Persons Responsible

Administration: Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach, Vickie Conerly Model Teachers

### Target Dates or Schedule

Daily and/or weekly

### Evidence of Completion

Evidence of practices transferring into the classroom

### Facilitator:

Literacy Coach, Vickie Conerly

### Participants:

North Wauchula Elementary (NWE) faculty and staff

**Action Step 3**

Providing feedback through instructional conferencing.

### Person or Persons Responsible

Administration: Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach, Vickie Conerly

### Target Dates or Schedule

Daily and/or weekly

### Evidence of Completion

Documented feedback to instructional staff

**Action Step 4**

Professional Development through staff meetings utilizing research-based best practices including Teach Like a Champion by Doug Lemov.

### Person or Persons Responsible

Administration: Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach, Vickie Conerly Model Teachers

### Target Dates or Schedule

Daily and/or weekly

### Evidence of Completion

Calendar of Professional Development

### Facilitator:

Literacy Coach, Vickie Conerly; Assistant Principal, Mary Sue Maddox

### Participants:

North Wauchula Elementary (NWE) faculty and staff

**Action Step 5**

Professional Development through both in-county and out-of-county resources: PD360, Valerie Ellery and Kathy Baumgartner;

### Person or Persons Responsible

Administration: Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach, Vickie Conerly Model Teachers

### Target Dates or Schedule

As scheduled

### Evidence of Completion

Evidence of practices transferring into the classroom

### Facilitator:

Literacy Coach, Vickie Conerly; Reading Specialist, Valerie Ellery; Common Core specialist, Kathy Baumgartner;

### Participants:

Instructional classroom teachers

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

A compilation of agendas from staff meetings will be made available documenting that information of research-based Best Practices have been presented; Drop Box will be established to organize and document the classroom modeling conducted by Administration and Literacy Coach; Schedule will be created for teachers to observe model classrooms both in-county and out-of-county; Checklist will be developed of conferences providing feedback to staff members concerning the research-based best practices observed.

**Person or Persons Responsible**

Administration: Principal, Tracey Nix Assistant Principal, Mary Sue Maddox Literacy Coach - Vickie Conerly District DA Team

**Target Dates or Schedule**

Regularly and on-going throughout the school year

**Evidence of Completion**

Staff meeting agendas; Drop Box document; Schedules of observations and feedback; Reports generated from technology resources..

**Plan to Monitor Effectiveness of G1.B1.S1**

The administration will monitor the research-based best practice strategies being applied assuring that it is being conducted in an authentic and integrated manner within the classroom. Teachers, with support from the Literacy Coach, will then analyze student data from various progress monitoring sources to assess the effectiveness of the application of the best practice strategies. Teacher-to-student and student-to-parent data chats will take place to communicate the progress made.

**Person or Persons Responsible**

Adminstration: Principal, Tracey Nix; Assistant Principal, Mary Sue Maddox Literacy Coach, Vickie Conerly

**Target Dates or Schedule**

Regular and on-going

**Evidence of Completion**

Participation in Professional Development opportunities; Observation in classrooms of performance; Authentic student engagement and reflective data; Documentation in CHAMPS Student Data Notebook.

**G1.B2** Efficient management of time for collaborative planning, classroom transitions, and the integration of multiple instructional content areas.

**G1.B2.S1** Professional Development will be provided during the collaborative planning process which will include the development of rigorous lessons across the curriculum using the Gradual Release Model, and establishing effective methods of transition within and across the curricula areas of the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards.

### Action Step 1

Monitoring the establishment of effective methods of transition within and across the curricula areas as presented in Teach Like a Champion by Doug Lemov

#### Person or Persons Responsible

Administration: Principal - Tracey Nix Assistant Principal - Mary Sue Maddox Literacy Coach - Vickie Conerly

#### Target Dates or Schedule

Regularly and on-going

#### Evidence of Completion

Observations of smooth transitions and efficient use of time in the classroom

#### Facilitator:

Literacy Coach, Vickie Conerly

#### Participants:

Instructional classroom staff

**Action Step 2**

To facilitate the modeling of collaborative planning including the development of rigorous lessons across the curriculum

### Person or Persons Responsible

Administration: Principal - Tracey Nix Assistant Principal - Mary Sue Maddox Literacy Coach - Vickie Conerly

### Target Dates or Schedule

Regular and on-going attendance during weekly grade level collaborative planning sessions

### Evidence of Completion

Observations of grade levels planning rigorous lessons across the curricula areas using effective transitional methods.

### Facilitator:

Literacy Coach - Vickie Conerly

### Participants:

Grade level instructional staff

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

A compilation of agendas from collaborative grade level meetings will be made available documenting that there were discussions regarding the development of rigorous lessons and effective methods of transitions across various curricula areas; Classroom walk-thrus will be conducted frequently by Administration verifying the application of the Professional Development.

### Person or Persons Responsible

Administrators: Principal - Tracey Nix Assistant Principal - Mary Sue Maddox Literacy Coach - Vickie Conerly

### Target Dates or Schedule

Regularly and on-going

### Evidence of Completion

Grade level agendas; Reports generated from FASTe targeting the Performance Appraisal indicators.

**Plan to Monitor Effectiveness of G1.B2.S1**

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

### Person or Persons Responsible

Administration: Principal - Tracey Nix Assistant Principal - Mary Sue Maddox Literacy Coach - Vickie Conerly

### Target Dates or Schedule

Regularly and on-going

### Evidence of Completion

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

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

North Wauchula Elementary is a rural school that receives Federal money due to its high Free and Reduce Lunch Status. The Title I, Part A money is used to provide academic intervention resources for teacher, funding for instructional training (minimum of two days), and student technology 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, 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 Literacy Coaches, the District Resource Teacher, and the District Data Coach. The district Director of Curriculum will also assist 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 ELL and/or immigrant students. The Literacy Coach and teachers at North Wauchula Elementary will meet with the District Data Coach to conduct an intensive disaggregation of the available benchmark, CELLA, FAIR, and FCAT data. The Director of Federal Programs, Dr.Sherri Albritton, is the district's liaison for homeless students, and the Migrant Advocate, Monalisa Gonzales, is the school site contact for these students. The five percent of the migrant advocate's salary is paid with Title I funds to assist with this program. Title X funds provide services to homeless students such as advocacy, 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 provide for extra duty for teachers to teach summer school. The School Breakfast Program provides nutritious breakfasts for paying students as well as students on the free or 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 for students on 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, 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** North Wauchula Elementary will integrate curriculum with fidelity by increasing rigor in the core curriculum for all subgroups as measured by student achievement on FCAT 2.0 and classroom walk-thrus..

**G1.B1** Gaps may exist in the knowledge of true research-based strategies and the teaching impact on true, authentic learning.

**G1.B1.S1** Professional Development will be calendared and conducted in the areas of: Higher order thinking and questioning, Use of complex text and writing across the curriculum; Highly effective researched-based teaching strategies including the Gradual Release process, will be modeled in the integration of curriculum; Instructional feedback will be provided in the development of rigorous lessons through the Common Core Curriculum and the Next Generation Sunshine State Standards (NGSSS) at the intermediate level..

### PD Opportunity 1

Increasing rigor through the use of technogies such as: I-Ready, Renaissance Learning and Promethean Boards (including ActiVotes/ActivExpressions and flip charts)

#### Facilitator

Literacy Coach, Vickie Conerly; District Technology Support, Jan McKibben; Promethean training through Logical Choice; I-Ready trainer

#### Participants

NWE Instruction staff

#### Target Dates or Schedule

Regularly and on-going

#### Evidence of Completion

Data reports from the technology tools used and the design and implementation of flip charts and students' use of responders from the Promethean Boards will be used to analyze and monitor student progress.

### PD Opportunity 2

Classroom modeling of research-based teaching strategies following the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing).

#### Facilitator

Literacy Coach, Vickie Conerly

#### Participants

North Wauchula Elementary (NWE) faculty and staff

#### Target Dates or Schedule

Daily and/or weekly

#### Evidence of Completion

Evidence of practices transferring into the classroom

### PD Opportunity 3

Professional Development through staff meetings utilizing research-based best practices including Teach Like a Champion by Doug Lemov.

#### Facilitator

Literacy Coach, Vickie Conerly; Assistant Principal, Mary Sue Maddox

#### Participants

North Wauchula Elementary (NWE) faculty and staff

#### Target Dates or Schedule

Daily and/or weekly

#### Evidence of Completion

Calendar of Professional Development

**PD Opportunity 4**

Professional Development through both in-county and out-of-county resources: PD360, Valerie Ellery and Kathy Baumgartner;

### Facilitator

Literacy Coach, Vickie Conerly; Reading Specialist, Valerie Ellery; Common Core specialist, Kathy Baumgartner;

### Participants

Instructional classroom teachers

### Target Dates or Schedule

As scheduled

### Evidence of Completion

Evidence of practices transferring into the classroom

**G1.B2** Efficient management of time for collaborative planning, classroom transitions, and the integration of multiple instructional content areas.

**G1.B2.S1** Professional Development will be provided during the collaborative planning process which will include the development of rigorous lessons across the curriculum using the Gradual Release Model, and establishing effective methods of transition within and across the curricula areas of the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards.

### PD Opportunity 1

Monitoring the establishment of effective methods of transition within and across the curricula areas as presented in Teach Like a Champion by Doug Lemov

#### Facilitator

Literacy Coach, Vickie Conerly

#### Participants

Instructional classroom staff

#### Target Dates or Schedule

Regularly and on-going

#### Evidence of Completion

Observations of smooth transitions and efficient use of time in the classroom

**PD Opportunity 2**

To facilitate the modeling of collaborative planning including the development of rigorous lessons across the curriculum

### Facilitator

Literacy Coach - Vickie Conerly

### Participants

Grade level instructional staff

### Target Dates or Schedule

Regular and on-going attendance during weekly grade level collaborative planning sessions

### Evidence of Completion

Observations of grade levels planning rigorous lessons across the curricula areas using effective transitional methods.

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|---|---|---|
| | Total | $0 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Evidence-Based Program | Total |
|---|---|---|
| | $0 | $0 |
| Total | $0 | $0 |

**Budget Details**

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** North Wauchula Elementary will integrate curriculum with fidelity by increasing rigor in the core curriculum for all subgroups as measured by student achievement on FCAT 2.0 and classroom walk-thrus..

**G1.B1** Gaps may exist in the knowledge of true research-based strategies and the teaching impact on true, authentic learning.

**G1.B1.S1** Professional Development will be calendared and conducted in the areas of: Higher order thinking and questioning, Use of complex text and writing across the curriculum; Highly effective researched-based teaching strategies including the Gradual Release process, will be modeled in the integration of curriculum; Instructional feedback will be provided in the development of rigorous lessons through the Common Core Curriculum and the Next Generation Sunshine State Standards (NGSSS) at the intermediate level..

**Action Step 1**

Increasing rigor through the use of technogies such as: I-Ready, Renaissance Learning and Promethean Boards (including ActiVotes/ActivExpressions and flip charts)

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 2**

Classroom modeling of research-based teaching strategies following the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing).

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 4**

Professional Development through staff meetings utilizing research-based best practices including Teach Like a Champion by Doug Lemov.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 5**

Professional Development through both in-county and out-of-county resources: PD360, Valerie Ellery and Kathy Baumgartner;

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G1.B2** Efficient management of time for collaborative planning, classroom transitions, and the integration of multiple instructional content areas.

**G1.B2.S1** Professional Development will be provided during the collaborative planning process which will include the development of rigorous lessons across the curriculum using the Gradual Release Model, and establishing effective methods of transition within and across the curricula areas of the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards.

### Action Step 1

Monitoring the establishment of effective methods of transition within and across the curricula areas as presented in Teach Like a Champion by Doug Lemov

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**