

Hardee County Schools

North Wauchula Elementary School



2018-19 Schoolwide Improvement Plan

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North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north_wauchula

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

This plan was approved by the Hardee County School Board on 10/11/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Empower and inspire all students for success.

Provide the school's vision statement.

We provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens.

School Leadership Team

Membership

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

Name	Title
Gray, Jessica	Principal
Taylor, Tamara	Assistant Principal
Christian, Megan	School Counselor
Roberts, Yesenia	Instructional Coach
Konitzer, Jessica	Teacher, ESE
Nuccio, Melanie	Teacher, K-12
Santana, Madgaly	Teacher, K-12
Redding, Lois	Teacher, K-12
Juarez, Louisa	Teacher, K-12
Duncan, Mary Ann	Teacher, K-12
Clark, Jacqueline	Teacher, K-12
Hernandez, Linda	Instructional Media

Duties

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

Principal (Jessica Gray)- Provides a common vision for the use of data-based 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 the effectiveness of interventions and teaching strategies being applied; and sees that appropriate communications between the parents and school are taking place.

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

Literacy Coach (Yesenia Roberts) - Develops, leads, and evaluates core content standards and programs; identifies and analyzes existing literature on research-based curriculum, assessments, assists in the design and implementation of progress monitoring, data collection, and data analysis; along with district support, designs and delivers professional development needed to enhance the effectiveness of interventions; supports the implementation of Tier II, and Tier III intervention plans; mentors beginning teachers.

Guidance Counselor (Megan Christian) - Gathers data from teachers, schedules and facilitates the Rtl meetings, guides and monitors the Rtl 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.

Exceptional Student Education Teacher (Jessica Konitzer) - Provides information about instruction for students with exceptionalities; participates in collection, interpretation, and analysis of data especially pertaining to students with disabilities; and facilitates development of Individualized Education Plans (IEP); provides support for fidelity of IEP implementation and documentation.

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.

Media Specialist (Linda Hernandez) - Provides information about instruction particularly as it pertains to literacy and technology. Collaborates with other teachers to select media materials and technology applications to support all Tier levels of instruction.

Early Warning Systems

Year 2017-18

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	2	17	7	8	13	12	0	0	0	0	0	0	0	59
One or more suspensions	0	0	3	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	3	4	8	3	13	7	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	4	19	30	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	2	3	11	11	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	2	2	2	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	10	7	7	6	0	0	0	0	0	0	0	0	0	30

Date this data was collected

Sunday 9/2/2018

Year 2016-17 - As Reported

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	25	18	15	21	19	12	0	0	0	0	0	0	0	110
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	13	17	13	27	13	10	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	13	9	12	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	3	3	7	5	3	0	0	0	0	0	0	0	28

Year 2016-17 - Updated

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	25	18	15	21	19	12	0	0	0	0	0	0	0	110
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	13	17	13	27	13	10	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	13	9	12	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	3	3	7	5	3	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Achievement was the lowest performing component (40%), which has been historically the lowest component for the school; however, it was an increase of 2% over the prior year of 38%.

Which data component showed the greatest decline from prior year?

Learning gains for the lowest 25% in English Language Arts showed the greatest decline from 76% to 47%.

Which data component had the biggest gap when compared to the state average?

Science achievement had the biggest gap when compared to the state average, 42% of NWES students scored three or higher, which was 13% below the state average of 55%.

The next biggest gaps were in mathematics achievement and math learning gains, which were each 8% lower than the state average.

Which data component showed the most improvement? Is this a trend?

Science showed the most improvement, with a 2% increase, which was historically the highest percent achieved. Also, math achievement showed improvement, with a 1% increase, and was the highest percent achieved historically.

Describe the actions or changes that led to the improvement in this area.

- Teachers utilized Science Fusion and HEC Science modules that are aligned to the standards, and provide the rigor required to achieve the science standards.
- Teachers utilized the eight standards for mathematical practice to increase the level at which students could perform on grade level math standards.
- Teachers utilized assessment data from a variety of sources to drive instruction on an individualized level in the classroom.
- Teachers applied strategies learned to facilitate a discourse driven math classroom.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	54%	56%	49%	55%	52%
ELA Learning Gains	49%	53%	55%	49%	57%	52%
ELA Lowest 25th Percentile	47%	49%	48%	50%	53%	46%
Math Achievement	54%	68%	62%	48%	63%	58%
Math Learning Gains	51%	63%	59%	48%	60%	58%
Math Lowest 25th Percentile	49%	55%	47%	35%	52%	46%
Science Achievement	42%	47%	55%	36%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2 (25)	17 (18)	7 (15)	8 (21)	13 (19)	12 (12)	59 (110)
One or more suspensions	0 (2)	0 (0)	3 (0)	1 (0)	1 (0)	2 (0)	7 (2)
Course failure in ELA or Math	3 (13)	4 (17)	8 (13)	3 (27)	13 (13)	7 (10)	38 (93)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (13)	19 (9)	30 (12)	53 (34)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	57%	-3%	57%	-3%
	2017	46%	55%	-9%	58%	-12%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	41%	50%	-9%	56%	-15%
	2017	49%	51%	-2%	56%	-7%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				
05	2018	51%	51%	0%	55%	-4%
	2017	59%	46%	13%	53%	6%
Same Grade Comparison		-8%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	68%	-17%	62%	-11%
	2017	49%	66%	-17%	62%	-13%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	54%	64%	-10%	62%	-8%
	2017	58%	65%	-7%	64%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		5%				
05	2018	52%	65%	-13%	61%	-9%
	2017	50%	62%	-12%	57%	-7%
Same Grade Comparison		2%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	45%	-5%	55%	-15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	47	57	27	28	27	24				
ELL	33	31	31	33	44	58					
BLK	53	62		53	54						
HSP	46	48	47	51	53	52	42				
WHT	59	53		63	50		47				
FRL	46	49	49	50	49	51	38				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	61	82	48	67						
ELL	38	61	83	44	61	55					
BLK	75			58							
HSP	46	61	76	47	56	67	28				
WHT	62	67	82	68	62	60	61				
FRL	49	64	83	52	62	52	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	The instructional staff will acquire an understanding of how to actively engage student in their learning, develop perseverance, and facilitate productive struggle with challenging content.
Rationale	NWES students demonstrate a need for students to be engaged, persevere, and productively struggle with challenging content in order to meet the depth and complexity required by grade level standards.
Intended Outcome	The percent of students achieving a level three or higher on FSA, FSAA, and Statewide Science Assessment scores will increase.
Point Person	Jessica Gray (jgray@hardee.k12.fl.us)
Action Step	
Description	<ul style="list-style-type: none"> - Members of the AVID Site Team will participate in AVID Summer Institute and develop AVID Site Plan. - The AVID Site Team will provide professional development monthly, focused on engaging, rigorous standards based instruction, utilizing Costa's levels of thinking as a framework for pushing student inquiry to higher levels of thinking. - The Literacy Coach will facilitate the "Quest for the Crown Jewels," an opportunity for teachers to observe one another implementing AVID strategies, and plan for use strategies observed. - Teachers will provide rigorous and engaging instruction utilizing AVID strategies. - Professional development based on Marcia Tate's book Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain will be provided by participants in the Heartland Educational Consortium Leadership Conference , including visits to "Brain Friendly" classrooms.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Effectiveness of the action steps will monitored through administrative classroom walkthroughs, lesson plan reviews, feedback cards provided to teachers by administration, "Quest for Crown Jewels" reflection forms, and peer feedback.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)

Activity #2	
Title	Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions.
Rationale	In order for students to make required learning gains, there is a demonstrated need for individualized data driven instruction with targeted interventions.
Intended Outcome	The percent of all students, as well as lowest quartile students, achieving learning gains on FSA and FSAA will increase.
Point Person	Jessica Gray (jgray@hardee.k12.fl.us)
Action Step	
Description	<ul style="list-style-type: none"> - Professional Learning Communities (PLCs) will utilize the i-Ready Needs Analysis Report to form small groups and locate, identify and use aligned resources from Ready LAFS/MAFS and the Teacher Toolbox. - Assessment data from a variety of sources will be used by PLCs to drive instruction on an individualized level in the classroom (i.e. STAR, Accelerated Reader, Raz-Kids, ESGI, Reflex, and i-Ready). - Teachers will implement Brain-Based Strategies for Interventions from Marcia Tate's book Worksheets Don't Grow Dendrites based on student learning styles and data. - Lowest 25% students will be served for additional reading instruction by the Reading Remediation Teachers, utilizing Florida Performance Coach materials. - Students identified as at risk for not meeting grade level standards or annual learning gains requirement will be eligible for the after school tutoring program. Students that are English Language Learners or Migrant will be eligible for additional tutoring beyond the basic program provided by Title I.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Effectiveness of these action steps will be monitored through PLC Meeting notes, data chat notes, after school program rosters and data, classroom walkthrough data, and lesson plan reviews.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)

Activity #3	
Title	Teachers will utilize rigorous, aligned curriculum materials as well as foundation building resources, that reach the complexity needed to meet grade level standards.
Rationale	In order to meet grade level proficiency, use of the appropriately rigorous, aligned curriculum materials, as well as foundation building resources, are necessary.
Intended Outcome	By utilizing rigorous, aligned curriculum materials, the percent of students achieving levels three and up on the FSA, FSAA, and Statewide Science Assessment will increase.
Point Person	Jessica Gray (jgray@hardee.k12.fl.us)
Action Step	
Description	- Grade 2-5 teachers will use text that is at or above the quantitative and qualitative complexity level expected for the grade and time in the school year (i.e. Achieve the Core Text Sets in grade 1 and Learnzillion in grades 3-5).
	- Grades K-2 teachers will utilize Saxon Phonics to build a strong foundation for reading and preparing students to cross the bridge from learning to read to reading to learn.
	- Ready LAFS materials will be utilized to provide standards based on grade level instruction, as well as the Ready Toolbox for remediation and enrichment.
	- Teachers will use Top Score Writing to instruct students in Text-based Writing, utilizing paired passages and a common framework for planning.
	- AVID Elementary Weekly will be utilized to incorporate WICOR and Critical Reading Strategies.
Person Responsible	- Through PD, teachers will learn to incorporate the eight standards for math practice in daily instruction along with their use of Go Math and/or Ready MAFS and Ready Toolbox resources, while developing math fact fluency through daily fact practice or Reflex.
	- Teachers will utilize HMH Science and/or HEC Science modules that are aligned to the standards, and provide the rigor required to achieve the science standards.
	Jessica Gray (jgray@hardee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Effectiveness of these action steps will be monitored through PLC Meeting Notes, classroom walkthrough data, and lesson plan reviews.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

There are several ways that North Wauchula Elementary School (NWES) builds positive relationships with families, which increases parental and student involvement and keeps parents abreast of their children's progress. Each teacher is asked to meet with all parents/guardians during the first nine weeks of school. During this meeting, it is the goal to communicate student academic information, such as baseline data gathered particularly in the areas of reading and mathematics. Conversations also include past school history, any family concerns that need to be shared, as well as questions regarding classroom procedures and routines. The Title I Parent Contract is also signed during this meeting. This document formalizes the commitment between home and school.

Parent involvement events are hosted by the school many times throughout the school year. The initial parent contact occurs prior to the students' first day of school. During this Meet-Your-Teacher event, bilingual employees are stationed throughout the campus in order to assist our non-English speaking families. During the first nine weeks, NWES hosts the Annual Title I Meeting and AVID Family Night. During the Title I portion, the information is also presented via a translator. During the remainder of the event, families are involved in engaging content specific events (i.e. science, literacy, etc.). Throughout the school year during parent events or parent conferences, translations are provided.

Another form of communication is the Wildcat Pride (a bi-monthly school-wide newsletter), as well as weekly classroom newsletters. The school maintains an active Facebook page, utilizes the InTouch phone message system, and the Remind app, to communicate school-wide information for parent involvement. The school website offers updates and shares upcoming events. Representation from all student demographic groups comprises the School Advisory Council (SAC). Parent volunteers and the Parent Teacher Organization (PTO) are active and include all parent groups.

PFEP Link

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

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

The school ensures the social-emotional needs of students are being met by providing services through a school counselor and a school psychologist. Individual and group counseling are scheduled as needed. The counselor provides classroom lessons on topics as needed.

Students with emotional and/or behavior disorders receive a Behavioral Intervention Plan (BIP). This plan is utilized by all school personnel and the individual student's family.

The guidance counselor consults with student's parents or guardians and make referrals as appropriate for counseling and other services, to promote social-emotional well being and student success. She coordinates people and resources in the school, home, and community.

Migrant and homeless children receive special services through federal programs, which are delivered through the school setting.

Further, student organizations such as chorus, chess club, book clubs, etc. allow children to express themselves in a group setting. Rather than being focused solely on academics, the staff at NWES is focused on enriching students' learning experience.

Faculty and staff are responsive to requests for parent meetings and incorporate parent concerns in problem solving approach to meet student needs. Finally, the cooperative-learning training received by

the school's teachers, through AVID, focuses on equity in learning as it is designed to allow children to participate in equal amounts and teaches them to coach and praise their classmates.

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

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

In the month of May, NWES fifth graders take a field trip to attend an orientation at the Hardee Junior High (HJH) Campus. Additionally, the Hardee Junior High School AVID team interviews outgoing 5th graders to see which students would be ideal for that program. They seek students who have the potential to be the first in their family to attend college and provide support to increase the likelihood that they are successful post-secondary students.

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

The school leadership team, including Principal, Jessica Gray, Assistant Principal, Tamara Taylor-Camilo, Literacy Coach, Yesenia Brown, and School Counselor, Megan Christian, and grade level chairpersons work together to identify and align resources to meet students' needs. This team meets monthly to assist with identifying goals based on the analysis of assessment data and with developing strategies to attain identified goals.

The MTSS functions for the sole purpose of improving and maximizing student achievement. The MTSS team includes the guidance counselor, school psychologist, teacher and parents. Together they help respond to collected and graphed data showing progress towards goal attainment. The team reviews data on students in various levels of MTSS. The data includes academic, behavioral, or social/emotional needs.

Students in grades one through five, who demonstrate outstanding academic achievement are considered for REACH. "REACH" stands for Realizing Excellence through Advanced Academic Curriculum of Hardee, a full-time enrichment class.

NWE is a rural school that receives federal funding due to the low socio-economic status of the population it serves. The Title I, Part A money is used for "improving the academic achievement of the disadvantaged". These funds provide academic intervention resources and supplemental materials for students, funding for professional development activities, salaries and materials for the extended day program, and student technology resources. It also contributes 20% of the Literacy Coach's salary, a percentage of the Certified Nursing Assistant (CNA) at the school site, and funds for Parent Involvement

resources. Through Title I, Part C (Migrant) funds, the migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met.

Title II funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, mentoring bonuses, hiring bonuses, and a percentage of salaries for the NWE Literacy Coach, the District Resource Teacher, and the District Data Coach. Title I, Part A and Title II work together, combined with district monies, to fund a full-time Literacy Coach at North Wauchula.

Title I Part C provides a Migrant Advocate to the school part time. Title III and Title I Part C provides salaries and resources for an extended day program for Migrant and ELL students, and Title III provides for computer subscriptions: English in a Flash and Rosetta Stone.

Title I Part A set aside funds provide services to homeless students such as advocacy, and classroom materials, as well as making parent visits in order to provide information concerning school activities and to encourage parent involvement. Kitty Maddox serves as the District Homeless Liason.

The Supplemental Academic Instruction (SAI) funds are used to pay for a remedial teacher position and to provide for extra duty pay for teachers who teach summer school.

Through the Federal School and Breakfast Lunch Program, meals are provided for all students at no cost. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

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

NWE is the pilot school for the district in implementing AVID Elementary (Advancement Via Individual Determination). One site plan goal for NWE during this initial implementation is to create a college and career aware environment. The student cafeteria has become an AVID Cafe featuring college and career awareness bulletin boards. Teachers have incorporated college and career aware activities and displays into their classrooms. Students will participate in a College and Career Exploration Day in the month of November, which will include guest speakers, college/university and business presentations. Fifth grade students will visit the South Florida State College Campus in addition to their Hardee Junior High School Orientation trip.

Part V: Budget

Total:

\$130,761.82