



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wauchula Elementary School
400 S FLORIDA AVE
Wauchula, FL 33873
863-773-3141
www.hardee.k12.fl.us/wauchula_elementary

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 66%

School Grades History

2013-14 B	2012-13 C	2011-12 B	2010-11 A	2009-10 B
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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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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

Wauchula Elementary School

Principal

Sonja Bennett

School Advisory Council chair

Stacy Sharp

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

Name	Title
Sonja Bennett	Principal
Jessica Gray	Assistant Principal
Lindsey Smith	General Education Teacher
Janeen Gibson	General Education Teacher
Nicole Lindsey	General Education Teacher
Cristi Bellflower	General Education Teacher
Kristi Carlton	General Education Teacher
Louisa Juarez	General Education Teacher
Nicole Spencer	General Education Teacher
Mary Lynne Driskell	General Education Teacher
Kim Davis	General Education Teacher
Melissa Carlton	General Education Teacher
Kristen Rivas	General Education Teacher
Mary Idsardi	Media Specialist
Karla Patarini	Pre-Kindergarten Teacher
Yesenia Brown	ESE Resource Teacher
Kathy Walker	Literacy Coach
Tamara Taylor	Guidance Counselor
Amy MontsDeOca	Reading Remediation Teacher

District-Level Information

District

Hardee

Superintendent

Mr. David D Durastanti

Date of school board approval of SIP

Pending

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

The School Advisory Council is made up of teachers, parents, and school administrators who meet quarterly to participate in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of school data. The SAC provides a demographically representative group of stakeholders.

Mary Christina Avalos, Parent

Susannah Belflower, Parent

Sonja Bennett, Principal

Rebecca Block, Parent

Sonya Franco, Parent

Sandra Gonzalez, Parent

Jessica Gray, Assistant Principal

Linda Harrison, Parent

Shauntee Hines, Parent

Leigh LaJeunesse, Teacher

Lisa Lamboy, Parent

Oscar Lamboy, Parent

Adam MontsDeOca, Parent

Bessie Outley, Parent

Donna Patterson, Teacher

Carole Pierre, Parent

Cissy Rickett, Parent

Isabel Ruiz, Paraprofessional

Conseption Sanchez, Parent

Stacy Sharp, Parent

Maria Sustaita, Parent

Olinda Torres, Parent

Involvement of the SAC in the development of the SIP

The SAC meets quarterly to review progress of the school based on the result of benchmarks, FAIR, FCAT, and other assessment data. The SAC provides feedback and recommendations for school improvement initiatives.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is a vital part of Wauchula Elementary School's success. Meeting quarterly, the School Advisory Councils primary responsibility for the upcoming year are to:

Review relevant school data

Assist in identifying problem areas

Assist in developing improvement strategies

Assist with creating and evaluating the School Improvement Plan

Assist with creating and evaluating the School Parent Involvement Plan

Assist with the school's annual budget

Projected use of school improvement funds, including the amount allocated to each project

The 2013-2014 SAC funds will target the following:

Professional Development for Instructional and Non-Instructional staff, including consultant fees, registration cost, travel expenses, materials for training activities, and related expenses. Approximately \$1,500

Increase technology available for instructional and student use, including Promethean boards and accessories, e-books, play- a-ways, audio books, CD's for listening center, instructional software, etc. Approximately \$1,500

Supplemental classroom material such as themed book sets, motivational charts, student recognition material, etc. Approximately \$1,500

School wide reading activities and incentives such as author visits, school wide books for student book talks, etc. Approximately \$1,500

School wide recognition material such as medals, ribbons, banners, trophies, bookmarks, etc. Approximately \$2,000

School wide enrichment programs and programs to build background experiences such as plays, fine arts programs, traveling museums, etc. \$2,000

Budgeted amounts are subject to change based on the desires and recommendations of the SAC committee.

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:

Kathy Walker		
Full-time / School-based	Years as Coach: 6	Years at Current School: 25
Areas	Reading/Literacy	
Credentials	Elementary Education, B.A. Physical Education K-12 - Certification ESOL - Endorsement Reading - Endorsement	
Performance Record	Wauchula Elementary School: 2012-2013 - 494 points C 2011-2012 - 522 points B 2010-2011 - 534 points A 2009-2010 - 522 points B 2008-2009 - 564 points A 2007-2008 - 515 points B 2006-2007 - 540 points A	

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	47, 94%
# Highly Qualified Teachers	96%
# certified in-field	48, 96%
# ESOL endorsed	46, 92%
# reading endorsed	7, 14%
# with advanced degrees	10, 20%
# National Board Certified	0, 0%
# first-year teachers	3, 6%
# with 1-5 years of experience	11, 22%
# with 6-14 years of experience	19, 38%

with 15 or more years of experience

17, 34%

Education Paraprofessionals**# of paraprofessionals**

16

Highly Qualified

16, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

9

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

(person responsible in parenthesis)

Recruitment:

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

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

The principal then reviews and screens applicants and resumes submitted to the district to determine professional preparation, certification, and Highly Qualified status. When needed the principal attends regional Teach-In's, contacts the education department of state colleges, reviews applicants on state websites, and networks with fellow principal's around the state to increase the applicant pool.

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

Retention:

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

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

A monthly meeting with the new teachers is scheduled and facilitated by the Assistant Principal (Jessica Gray) and Literacy Coach (Kathy Walker) to support the efforts of new teacher, provide direction as needed, and answer questions that arise throughout the year.

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

New teachers are provided with release time for visiting other teachers classrooms both in their school and around the district. New teachers are given classroom funds to purchase supplemental

teaching material as well as procedural and organizational classroom material.

The principal and assistant principal conducts routine observations of the new teachers during instruction. The Literacy Coach conducts walk-throughs and regularly checks-in with new teachers for added support. The principal works to ensure an encouraging and non-threatening environment. Regular professional development opportunities are provided to ensure professional growth.

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

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

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

Mentee:

LeAnna Himrod (3rd Grade) - Grade Level Mentor: Kristi Carlton

School Wide Mentor: Kathy Walker Literacy Coach

Ashley Wheeler (4th Grade) - Grade Level Mentor: Martha Smith

School Wide Mentor: Kathy Walker Literacy Coach

Stephanie Mier (5th Grade) - Grade Level Mentor: Jeannette Lopez-Miranda

School Wide Mentor: Kathy Walker Literacy Coach

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

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

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

General Education Teachers - Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I material/instruction with Tier 2/3 activities.

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

Guidance Counselor (Tamara Taylor) - 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.

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

Speech Language Pathologist (Guille Trevino) - Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The leadership team met with the principal to discuss the student performance data of the school and identify school wide improvement goals which provided the framework for the SIP. The team meets on the second Wednesday of each month to review school data, identify areas of need based on the data, and make recommendations on curriculum alignment, classroom instruction, learning activities, and available resources.

Grade level teams meet weekly to discuss grade level data, make recommendations for remediation and improvement, and review available resources to increase student achievement. The Principal and Literacy Coach frequently attend grade level meetings.

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

The following data sources and management systems are used for analysis of baseline data:

FAIR / Progress Monitoring and Reporting Network (PMRN)
 Florida Comprehensive Assessment Test (FCAT) / Performance Matters
 Compass Learning / Compass Odyssey
 District Benchmarks Assessments / Performance Matters
 STAR / Renaissance Place
 STAR Early Literacy / Renaissance Place
 Engagement / FASTe Observer
 Attendance / FOCUS
 Behavior / FOCUS

The following data sources and management systems are used for analysis of midyear data:

FAIR / Progress Monitoring and Reporting Network (PMRN)

Florida Comprehensive Assessment Test (FCAT) / Performance Matters
Compass Learning / Compass Odyssey
District Benchmarks Assessments / Performance Matters
STAR / Renaissance Place
STAR Early Literacy / Renaissance Place
Engagement / FASTe Observer
Attendance / FOCUS
Behavior / FOCUS

The following data sources and management systems are used for analysis of end of year data:

FAIR / Progress Monitoring and Reporting Network (PMRN)
Florida Comprehensive Assessment Test (FCAT) / Pearson Access
Compass Learning / Compass Odyssey
District Benchmarks Assessments / Performance Matters
STAR / Renaissance Place
STAR Early Literacy / Renaissance Place
Engagement / FASTe Observer
Attendance / FOCUS
Behavior / FOCUS

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

Ongoing data meetings with grade level and individual teachers address skill deficits and interventions being provided to identified students.

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: 21

Targeted students are provided with intensive remediation in reading and math two days a week for 1.5 hours each session. Two enrichment groups are provided for students scoring a Level 4 or 5 on the FCAT.

A second ten week session will begin in January 2014 once data is analyzed from session I.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

A pre and post benchmark assessment will be used to analyze the effectiveness of the After School Program. Teacher made assessments will also be used. The percent of students scoring proficient on the FCAT 2.0 will be calculated for students attending the After School Program.

Who is responsible for monitoring implementation of this strategy?

The teachers instructing in the After School Program and the Principal will monitor the effectiveness of the After School Program.

Literacy Leadership Team (LLT)

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

Name	Title
Sonja Bennett	Principal
Jessica Gray	Assistant Principal
Kathy Walker	Literacy Coach
Tamara Taylor	Guidance Counselor
Lindsey Smith	General Education Teacher
Janeen Gibson	General Education Teacher
Nicole Lindsey	General Education Teacher
Cristy Bellflower	General Education Teacher
Kristi Carlton	General Education Teacher
Louisa Juarez	General Education Teacher
Nicole Spencer	General Education Teacher
Mary Lynne Driskell	General Education Teacher
Kim Davis	General Education Teacher
Missy Carlton	General Education Teacher
Kristen Rivas	General Education Teacher
Yesenia Brown	ESE Teacher

Name	Title
Mary Idsardi	Media Specialist
Karla Patarini	Pre-K Teacher
Amy MontsDeOca	Reading Remediation Teacher

How the school-based LLT functions

The LLT meets the second Wednesday of each month and focuses on student data and school improvement. The team analyzes school wide data and assists in identifying and prioritizing strengths and weaknesses of the school. The LLT discusses topics such as school policy, curriculum, instructional practices and available resources and provides input for change to ensure increased student achievement.

Major initiatives of the LLT

The major emphasis for the 2013 school year will be supporting the implementation of Common Core Standards in Kindergarten through second grade and providing follow-up training of Common Core in third through fifth grades.

Additionally, reviewing and implementing high-yield instructional strategies to increase student achievement will be a focus of the LLT this year.

Learning the various components, implementing with fidelity, and sharing information of the new reading series will also be an area of focus.

Every Teacher Contributes to Reading Instruction

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

Not Applicable

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

Wauchula Elementary School houses one Migrant Pre-K and three ESE Pre-K units. Students participating in the Pre-K program interact on the campus and participate in school-wide events. Prior to the close of the 2012-2013 school year, local day care centers in the area were afforded the opportunity to visit our school site and orient their Pre-kindergarten students to the facility and various school routines and procedures.

Kindergarten Round-up was held in May of 2013. Kindergarten teachers were in attendance for the purpose of meeting students and introducing them to activities they will experience in kindergarten. The Early Learning Coalition works with the school district to identify pre-school students within Hardee County who qualify for a Pre-Kindergarten ESE program. Identified students have the opportunity to participate in the ESE Pre-K program provided at our school site.

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

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	61%	60%	No	65%
American Indian				
Asian				
Black/African American	47%	48%	Yes	52%
Hispanic	58%	49%	No	62%
White	67%	74%	Yes	70%
English language learners	43%	32%	No	48%
Students with disabilities	34%	34%	Yes	41%
Economically disadvantaged	56%	52%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	27%	32%
Students scoring at or above Achievement Level 4	97	33%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	121	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	23	56%	61%

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)	34	40%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	29%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	21%	26%

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	54	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		66%

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	71%	66%	No	74%
American Indian				
Asian				
Black/African American	57%	57%	Yes	61%
Hispanic	66%	63%	No	69%
White	78%	72%	No	80%
English language learners	51%	58%	Yes	55%
Students with disabilities	34%	33%	No	41%
Economically disadvantaged	67%	61%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	29%	34%
Students scoring at or above Achievement Level 4	111	38%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		43%
Students scoring at or above Level 7	[data excluded for privacy reasons]		14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	130	74%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	74%	60%

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			

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	13	14%	21%
Students scoring at or above Achievement Level 4	28	30%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

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			

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)	3		4
Participation in STEM-related experiences provided for students	108	14%	20%

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 <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	77	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	39	5%	4%
Students who are not proficient in reading by third grade	8	7%	5%
Students who receive two or more behavior referrals	36	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

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.			

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

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students will be engaged in writing instruction and practice in expository, narrative, and text dependent writing through which foundation skills of focus, support, organization, and conventions will be developed.
- G2.** Students will routinely be engaged in academic tasks at the depth of knowledge required to show mastery of the NGSS/CCSS.

Goals Detail

G1. Students will be engaged in writing instruction and practice in expository, narrative, and text dependent writing through which foundation skills of focus, support, organization, and conventions will be developed.

Targets Supported

- Writing

Resources Available to Support the Goal

- Curricular Resources: Pearson - Reading Street Daily Lessons, Melisa Forney resources, Kathy Robinson resources, and Elements of Reading (for vocabulary development) Personnel Resources: Highly Qualified Teachers, Literacy Coach, and Administrators

Targeted Barriers to Achieving the Goal

- Students lack a strong foundation in convention skills needed to achieve proficiency in writing.
- Students lack a strong foundation in organization and support to achieve proficiency in writing.

Plan to Monitor Progress Toward the Goal

Performance Matters FASTe Observations and lesson plan reviews

Person or Persons Responsible

Classroom Teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FASTe Reports, Writing Benchmark results, FCAT 2014 Writing

G2. Students will routinely be engaged in academic tasks at the depth of knowledge required to show mastery of the NGSS/CCSS.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Broad range of abilities of learners.
- Students lack practice in Higher Order Thinking Questions

Plan to Monitor Progress Toward the Goal

Complete observations through Performance Matters FASTe Observer and lesson plan reviews.

Person or Persons Responsible

Classroom teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FASTe reports, OnCourse Lesson Plans review.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will be engaged in writing instruction and practice in expository, narrative, and text dependent writing through which foundation skills of focus, support, organization, and conventions will be developed.

G1.B1 Students lack a strong foundation in convention skills needed to achieve proficiency in writing.

G1.B1.S1 Increase targeted skill instruction in spelling, grammar, and punctuation.

Action Step 1

Provide CCSS/NGSSS based instruction in writing conventions.

Person or Persons Responsible

Classroom Teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan review and Writing Benchmark results

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

FASTe observations and lesson plan checks

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

FASTe observation reports and lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Review of student writing samples and student writing benchmarks

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Writing benchmark results and 2014 FCAT Writing

G1.B2 Students lack a strong foundation in organization and support to achieve proficiency in writing.

G1.B2.S1 Increase targeted skill instruction in organization and support both in whole group and in small group.

Action Step 1

Provide CCSS/NGSSS based instruction in organization and support in writing.

Person or Persons Responsible

Classroom Teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan review and FASTe Observation Reports

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

FASTe observations and lesson plan checks

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

FASTe observation reports and lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Review of student writing samples and student writing benchmarks

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Writing benchmark results and 2014 FCAT Writing

G1.B2.S2 Teach writing across content areas.

Action Step 1

Provide CCSS/NGSSS based instruction in writing across all content areas.

Person or Persons Responsible

Classroom Teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan review and FASTe observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2

FASTe observations and lesson plan checks

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

FASTe observation reports and lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Review of student writing samples and student writing benchmarks

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Writing benchmark results

G2. Students will routinely be engaged in academic tasks at the depth of knowledge required to show mastery of the NGSS/CCSS.

G2.B1 Broad range of abilities of learners.

G2.B1.S1 Provide targeted skill instruction based on benchmark, FAIR, STAR, and other formative assessments.

Action Step 1

Complete observation through Performance Matters FASTe Observer and lesson plan review.

Person or Persons Responsible

Classroom teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

FASTe reports, OnCourse Lesson Plans review.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Classroom Observations and Lesson Plan Review

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

FASTe Observation Reports and Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S1

Data Notebook Review and Teacher/Principal Data Chat

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher/Principal Data Chat Questionnaire

G2.B2 Students lack practice in Higher Order Thinking Questions

G2.B2.S1 Increase the amount of higher order thinking questions used in instruction, practice, and assessments.

Action Step 1

Complete observation through Performance Matters FASTe Observer and lesson plan review.

Person or Persons Responsible

Classroom teacher, Literacy Coach, Assistant Principal, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

FASTe reports, OnCourse Lesson Plans review.

Facilitator:

Bryan Priem

Participants:

K-5 ELA teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Observations and Lesson Plans

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

FASTe reports and Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S1

Data Notebook Review and Teacher/Principal Data Chats

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher/Principal Data Chat Questionnaire

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

Title I, Part A

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

Title I, Part C - Migrant

Migrant funds provide services to migrant students (Pre K - 12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program focusing on readiness activities. A migrant teacher paid through migrant funds is on staff at Wauchula Elementary School. Parent involvement and education is an integral part of the Migrant Program. Migrant advocates collaborate with school staff to ensure that the needs of the migrant students are met. Academic and support services enable migrant student to participate fully in the educational experience. A migrant Clerk provides part-time assistance at Wauchula Elementary School.

Title I, Part D - NA

Title II

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

Title III

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

Title X - Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs - NA

Nutrition Programs

The School Breakfast Program provides nutritious breakfasts for paying students as well as students on the reduced meal program. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

National School Lunch Program funds nutritious lunches for paying students as well as students on the free or reduced meal program. Healthy food supports achievement by providing nutrition and help students learn.

Housing Program - NA

Head Start - NA

Adult Education - NA

Career and Technical Education - NA

Job Training - NA

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.

G2. Students will routinely be engaged in academic tasks at the depth of knowledge required to show mastery of the NGSS/CCSS.

G2.B2 Students lack practice in Higher Order Thinking Questions

G2.B2.S1 Increase the amount of higher order thinking questions used in instruction, practice, and assessments.

PD Opportunity 1

Complete observation through Performance Matters FASTe Observer and lesson plan review.

Facilitator

Bryan Priem

Participants

K-5 ELA teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FASTe reports, OnCourse Lesson Plans review.

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
Total		\$0

Budget Details

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

G2. Students will routinely be engaged in academic tasks at the depth of knowledge required to show mastery of the NGSS/CCSS.

G2.B2 Students lack practice in Higher Order Thinking Questions

G2.B2.S1 Increase the amount of higher order thinking questions used in instruction, practice, and assessments.

Action Step 1

Complete observation through Performance Matters FASTe Observer and lesson plan review.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed