North Wauchula Elementary School

2019-20 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

Demographics

Principal: Jessica Gray

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: C (49%) 2016-17: B (58%) 2015-16: C (45%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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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	Job Duties and Responsibilities
Gray, Jessica	Principal	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.
Taylor, Tamara	Assistant Principal	Assists in providing the vision and direction for the use of the data collected that will drive decision-making; helps to ensure that the school-based team is implementing the MTSS with fidelity by assessing the MTSS levels of the staff, providing the support necessary for on-going staff development, reviewing documentation of and the effectiveness of interventions and teaching strategies being applied; and ensures that appropriate communications between the parents and school are taking place.
Christian, Megan	School Counselor	Gathers data from teachers, schedules and facilitates the RtI Meetings, guides and monitors the RtI process, supports data collection, investigates other factors such as behavior, attendance and health, assists with staff development, assists with data interpretation, provides additional testing information, and suggests strategies and modifications in instructional delivery.
Roberts, Yesenia	Instructional Coach	Develops, leads, and evaluates core content standards and programs; identifies and analyzes existing literature on research-based curriculum, assessments, assists in the design and implementation of progress monitoring, data collection, and data analysis; along with district support, designs and delivers professional development needed to enhance the effectiveness of interventions; supports the implementation of Tier II, and Tier III intervention plans; mentors beginning teachers.
Konitzer, Jessica	Teacher, ESE	Participates information about instruction for Students With Disabilities, participates in student data collection, delivers instruction as specified in Individualized Education Plans (IEP), and collaborates with other staff to provide for students needs based on their IEP.
Nuccio, Melanie	Teacher, K-12	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.
Santana, Madgaly	Teacher, K-12	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.

Name	Title	Job Duties and Responsibilities
Redding, Lois	Teacher, K-12	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.
Juarez, Louisa	Teacher, K-12	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.
Duncan, Mary Ann	Teacher, K-12	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.
Clark, Jacqueline	Teacher, K-12	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.
Hernandez, Linda	Instructional Media	Provides instruction in literacy and technology to students, assists teachers in finding and selecting resources to provide instruction for all Tier levels, and delivers professional development for teachers in instructional technology.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	104	96	80	87	82	84	0	0	0	0	0	0	0	533
Attendance below 90 percent	13	8	5	13	10	9	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	7	12	3	3	19	9	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	1	12	19	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	4	1	0	1	11	7	0	0	0	0	0	0	0	24

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	5	9	2	0	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	15	19	16	15	18	13	0	0	0	0	0	0	0	96
One or more suspensions	5	1	0	1	3	10	0	0	0	0	0	0	0	20
Course failure in ELA or Math	14	10	2	22	9	9	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	16	20	25	0	0	0	0	0	0	0	61

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	4	0	14	13	15	0	0	0	0	0	0	0	51

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	56%	57%	52%	53%	55%
ELA Learning Gains	65%	56%	58%	64%	54%	57%
ELA Lowest 25th Percentile	62%	52%	53%	76%	56%	52%
Math Achievement	62%	71%	63%	53%	67%	61%
Math Learning Gains	63%	70%	62%	58%	66%	61%
Math Lowest 25th Percentile	56%	61%	51%	62%	56%	51%
Science Achievement	48%	43%	53%	40%	47%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	104 (0)	96 (0)	80 (0)	87 (0)	82 (0)	84 (0)	533 (0)
Attendance below 90 percent	13 (2)	8 (17)	5 (7)	13 (8)	10 (13)	9 (12)	58 (59)
One or more suspensions	0 (0)	0 (0)	0 (3)	0 (1)	0 (1)	1 (2)	1 (7)
Course failure in ELA or Math	7 (3)	12 (4)	3 (8)	3 (3)	19 (13)	9 (7)	53 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (4)	12 (19)	19 (30)	32 (53)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	59%	-1%	58%	0%
	2018	54%	57%	-3%	57%	-3%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	52%	57%	-5%	58%	-6%
	2018	41%	50%	-9%	56%	-15%
Same Grade Comparison		11%				
Cohort Comparison		-2%				
05	2019	56%	48%	8%	56%	0%
	2018	51%	51%	0%	55%	-4%
Same Grade Comparison		5%				
Cohort Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	69%	1%	62%	8%
	2018	51%	68%	-17%	62%	-11%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	57%	73%	-16%	64%	-7%
	2018	54%	64%	-10%	62%	-8%
Same Grade Comparison		3%				
Cohort Comparison		6%				
05	2019	54%	62%	-8%	60%	-6%
	2018	52%	65%	-13%	61%	-9%
Same Grade Comparison		2%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	42%	2%	53%	-9%
	2018	40%	45%	-5%	55%	-15%
Same Grade Comparison		4%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	47	55	50	56	60	64	50				
ELL	48	59	61	46	55	61	38				
BLK	47	63		65	69						
HSP	51	60	61	58	62	53	43				
WHT	71	76		69	61		59				
FRL	53	60	56	58	56	48	41				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Achievement was the lowest performing component (48%), which has been historically the lowest component for the school; however, it was an increase of 6% over the prior year of 42%. Students lack knowledge of the fair game standards that are assessed at the fifth grade level, as well as background knowledge, experience, and vocabulary.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No School Grade component showed a decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Achievement showed the greatest gap when compared to the state average, 48% of NWES students demonstrated proficiency in science compared to the state at 53%. Students lack knowledge of the fair game standards that are assessed at the fifth grade level, as well as background knowledge, experience, and vocabulary.

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvement was in ELA Learning Gains. The percent of students making a learning gain increased from 49% to 65%. Actions that contributed to the increase in student learning gains included changes in scheduling for ESE and lowest quartile students to provide the greatest continuity of instruction, previewing of vocabulary and reading skills by ESE and reading resource teachers, and small group instruction based on cold read assessment results.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The greatest concerns based on the EWS are the percent of students scoring level 1 on FSA or failing ELA or Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. The need for students to be engaged, persevere, and productively struggle with challenging content
2. Data driven instruction with targeted interventions
3. Rigorous, aligned materials that reach the complexity needed to meet grade level standards

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	The instructional staff will acquire an understanding of how to actively engage students in their learning, develop perseverance, and facilitate productive struggle with challenging content.
Rationale	NWES students demonstrate a need to be engaged, persevere, and productively struggle with challenging content in order to meet the depth and complexity required by grade level standards.

State the measurable outcome the school plans to achieve	The percent of students achieving a level three or higher on the FSA, FSAA, and Florida Statewide Science Assessment (FSSA) scores will increase. (ELA - 60%, Math 65%, Science 53%)
Person responsible for monitoring outcome	Jessica Gray (jgray@hardee.k12.fl.us)
Evidence-based Strategy	The instructional staff will acquire an understanding of how to actively engage students in their learning, develop perseverance and facilitate productive struggle with challenging content.
Rationale for Evidence-based Strategy	To reach the high standards required for proficiency, students must be engaged in high quality instruction. In order to be able to demonstrate proficiency on grade level standards at the depth of knowledge required, students must be able to persevere, and know how to labor through productive struggle.

Action Step	
Description	1. Members of the AVID Site Team will participate in AVID Summer Institute and develop the AVID Site Plan. 2. 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. 3. The Literacy Coach will facilitate "AVID Expeditions," an opportunity for teachers to observe one another implementing AVID strategies, and plan for use of strategies observed. 4. Teachers will provide rigorous and engaging instruction utilizing AVID strategies. 5. Teachers will implement engaging classroom instruction through the use of technology by utilizing digital subscriptions such as Reflex Math, Freckle, Flocabulary, BrainPop, Study Island, and IXL. 6. The Classroom Walkthrough Tool, feedback cards, and peer reviews will be utilized to coach for engagement and challenging content. 7. Instructional staff attend professional development opportunities such as FAME, and FETC to help broaden their knowledge of technology based instruction.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)

#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.

State the measurable outcome the school plans to achieve	The percent of all students, as well as lowest quartile students, achieving learning gains on FSA and FSAA will increase. (ELA - 67%, ELA Lowest Quartile - 64%, Math - 65%, Math Lowest 25% 60%)
Person responsible for monitoring outcome	Jessica Gray (jgray@hardee.k12.fl.us)
Evidence-based Strategy	Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions.
Rationale for Evidence-based Strategy	By differentiating student instruction based on assessment data, teachers will be able to pinpoint student deficits and increase student mastery of standards by providing instruction on precisely the skills and concepts that they are deficient in.

Action Step	
Description	1. 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, as well as from CPALMS. 2. 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, ESGI, Reflex, and i-Ready). 3. Lowest 25% students will be served for additional reading instruction by the Reading Remediation Teachers, utilizing Florida Performance Coach, Support Coach, Measuring Up, and FOCUS on Reading materials, as well as by previewing LAFs/ MAFs content and vocabulary. 4. Students identified as at risk for not meeting grade level standards or annual learning gains requirements 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)

#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.

State the measurable outcome the school plans to achieve	By utilizing rigorous, aligned curriculum materials, the percent of students achieving levels three and up on the FSA, FSAA, and FSSA will increase. (ELA - 60%, Math 65%, Science 53%)
Person responsible for monitoring outcome	Jessica Gray (jgray@hardee.k12.fl.us)
Evidence-based Strategy	Teachers will utilize the following rigorous and aligned curriculum materials: - Text that is at or above the qualitative and quantitative complexity level expected for the grade level and time in the school year - Eight standards for mathematical practice - Aligned science materials (HMH Science or HEC Modules) - Top Score Writing for instruction in Text-Based Writing (Grades 2-5). - AVID Elementary Weekly
Rationale for Evidence-based Strategy	Utilizing material that is both aligned to the standards and provides for practice at the cognitive complexity students are required to demonstrate will increase the percent of students reaching grade level proficiency.

Action Step	
Description	1. 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). 2. 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. 3. Ready LAFS materials will be utilized to provide standards based on grade level instruction, as well as the Ready Toolbox for remediation and enrichment. 4. Teachers will use Top Score Writing to instruct students in Text-Based Writing, utilizing paired passages and a common framework for planning. 5. AVID Elementary Weekly will be utilized to incorporate Costa's Levels of Thinking, WICOR, and Critical Reading Strategies. 6. Through Professional Development, 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. 7. Teachers will utilize HMH Science and/or HEC Science modules that are aligned to the standards, and provide the rigor required to achieve science standards.
Person Responsible	Jessica Gray (jgray@hardee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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, translators 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, Twitter, 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, school social worker, and a school psychologist. Individual and group counseling sessions are scheduled as needed. Additionally, students are referred to Youth and Family Alternatives for counseling. The school 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 school 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.

Furthermore, 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 through a 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 most benefit from 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 Title I, Part A money is used to 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, as well as 20% of the Literacy Coach's salary, a percentage of the CNA at the school site, and funds for Parent Involvement resources. Through Title I, Part C (Migrant) funds, provide for a migrant coordinator and the migrant advocates .
- 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 Coach, District Resource Teacher, and District Data Coach. Title I, Part A, Title II work and district monies 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 Imagine Learning and Rosetta Stone subscriptions.
- Title I Part A set aside funds provide services to homeless students such as advocacy, classroom materials, as well as parent visits. Kitty Maddox serves as the District Homeless Liaison.
- Supplemental Academic Instruction (SAI) funds are used to pay for a remedial teacher position and 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.

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 an AVID Elementary certified school (Advancement Via Individual Determination). One site plan goal for implementation of AVID at NWE is to further 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 in their classrooms. Students participate in a College and Career Exploration Day in the month of November, which will includes guest speakers, college/university and business presentations. Fifth grade students visit the South Florida State College Campus in addition to their Hardee Junior High School Orientation trip. Students and staff participate in College Shirt Wednesdays. Our student led news show, CCTV, features a weekly college spotlight focused on a Florida college or university. Also, weekly on CCTV an NWES Alumni is featured who shares their postsecondary school experience as well as career.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: The instructional staff will acquire an understanding of how to actively engage students in their learning, develop perseverance, and facilitate productive struggle with challenging content.				$31,773.67
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	330-Travel	0111 - North Wauchula Elementary Schl	General Fund		$8,342.67
			Notes: AVID Summer Institute provides training for site team to develop the school site plan and provide professional development for the entire year.			
	5100	730-Dues and Fees	0111 - North Wauchula Elementary Schl	Title, I Part C		$3,025.00
			Notes: AVID Dues for membership provide access to MyAVID website and AVID Elementary lessons.			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	General Fund		$2,000.00
			Notes: Flocabulary is an online program for delivering engaging instruction in vocabulary, which is an area of weakness schoolwide for students in all grades according to i-Ready diagnostics.			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	General Fund		$3,090.00
			Notes: BrainPop is an online program for delivering engaging instruction in reading and mathematics.			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	General Fund		$6,766.00
		Notes: Study Island is an online program for delivering engaging instruction and assessing progres in reading (K-5), mathematics (K-5), and science (5th grade only).				
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	General Fund		$8,550.00
		Notes: IXL is an online program that provides skill specific instruction in reading in math for all grades.				
2	**III.A.**	**Areas of Focus: Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions.**				**$50,284.26**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	Title, I Part A		$11,658.27
		Notes: Ready LAFs, MAFs, and i-Ready Toolboxes are utilized to provide individualized instruction based on student data from i-Ready.				
	5100	360-Rentals	0111 - North Wauchula Elementary Schl	General Fund		$995.00
		Notes: ESGI is utilized with kindergarten students for data analysis of learning letters, letter sounds, blends, digraphs, shapes, number recognition, etc..				
	5100	360-Rentals	0111 - North Wauchula Elementary Schl	General Fund		$3,295.00
		Notes: Reflex is an online program utilized for mathematical fact fluency.				
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	General Fund		$5,874.99
		Notes: Freckle is an online program through which instruction can be differentiated for both reading and math.				
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl			$1,639.00
		Notes: Focus on Reading is a print based resource used to provide targeted supplemental instruction.				
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	General Fund		$723.00
		Notes: Measuring Up is a print based resource for mathematics used to provide targeted supplemental instruction.				
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	Title, I Part A		$2,688.00
		Notes: Support Coach is a print based resource for reading used to provide targeted supplemental instruction.				
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	Title, I Part A		$703.00
		Notes: Coach Support Reading is a print based resource used to provide targeted supplemental instruciton.				
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	Title, I Part A		$22,708.00
		Notes: i-Ready is the primary digital resource used for assessment and individualized instruction.				

3	III.A.	Areas of Focus: Teachers will utilize rigorous, aligned curriculum materials, as well as foundation building resources, that reach the complexity needed to meet grade level standards.				$36,821.38
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5500	520-Textbooks	0111 - North Wauchula Elementary Schl	General Fund		$885.00
			Notes: Go Math is the district adopted resource of core mathematics instruction.			
	5100	120-Classroom Teachers	0111 - North Wauchula Elementary Schl	Title, I Part A		$20,000.00
			Notes: The NWES Afterschool Program will target priority subgroups, including mirgant students, as well as lowest quartile students for additional instruction.			
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	Title, I Part A		$6,692.81
			Notes: Saxon Phonics is utilized to provide systematic phonics instruction to provide a solid foundation for early readers.			
	5100	360-Rentals	0111 - North Wauchula Elementary Schl	Title, I Part A		$7,006.90
			Notes: Renaissance Accelerated Reader and STAR are online platforms used to assess reading, provide differentiated independent reading practice, and to motivate students to read.			
	5100	510-Supplies	0111 - North Wauchula Elementary Schl	General Fund		$889.67
			Notes: Learnzillion Guidebook sets are utilized to provide rigorous literature based instruction in reading.			
	6200	330-Travel	0111 - North Wauchula Elementary Schl	General Fund		$200.00
			Notes: The Florida Association for Media in Education (FAME) annual conference is attended by the media specialist, who provides engaging literacy activities school-wide for both print and technological literacy.			
	5100	330-Travel	0111 - North Wauchula Elementary Schl	General Fund		$1,147.00
			Notes: Future of Education Teachnology Conference (FETC) attendees provide ongoing training for use of instructional technology in the classroom for all teachers.			
					Total:	$118,879.31