

Hardee County Schools

Wauchula Elementary School



2019-20 Schoolwide Improvement Plan

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Wauchula Elementary School

400 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/wauchula_elementary

Demographics

Principal: Mary Sue Maddox

Start Date for this Principal: 9/30/2019

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (56%) 2016-17: B (55%) 2015-16: C (51%) 2014-15: B (60%)
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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Bennett, Sonja	Principal	
Hays, Karen	Teacher, PreK	
Bond, Chelsea	Teacher, K-12	
Klein, Malena	Teacher, K-12	
Carlton, Kristen	Teacher, K-12	
Miranda, Jeannette	Teacher, K-12	
Grantham, Alisha	Paraprofessional	
Wheeler, Ashley	Teacher, K-12	
Ward, Shadow	Assistant Principal	
Bellfower, Cristy	Instructional Coach	
Dotson, JamiLynn	Instructional Media	
Graham, Meghan	Teacher, K-12	
DeLoera, Yessenia	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	106	104	82	114	107	0	0	0	0	0	0	0	621
Attendance below 90 percent	13	16	9	8	10	7	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	9	9	11	4	7	6	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	2	12	8	0	0	0	0	0	0	0	22

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	1	2	2	1	4	3	0	0	0	0	0	0	0	13

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	14	5	2	2	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

50

Date this data was collected or last updated

Monday 9/30/2019

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	25	19	16	13	20	21	0	0	0	0	0	0	0	114
One or more suspensions	0	2	1	1	4	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	20	13	6	6	10	12	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	0	0	13	24	31	0	0	0	0	0	0	0	68

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	9	6	1	7	14	17	0	0	0	0	0	0	0	54

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	25	19	16	13	20	21	0	0	0	0	0	0	0	114
One or more suspensions	0	2	1	1	4	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	20	13	6	6	10	12	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	0	0	13	24	31	0	0	0	0	0	0	0	68

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	9	6	1	7	14	17	0	0	0	0	0	0	0	54

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	62%	56%	57%	56%	53%	55%
ELA Learning Gains	53%	56%	58%	57%	54%	57%
ELA Lowest 25th Percentile	40%	52%	53%	48%	56%	52%
Math Achievement	71%	71%	63%	67%	67%	61%
Math Learning Gains	59%	70%	62%	58%	66%	61%
Math Lowest 25th Percentile	54%	61%	51%	46%	56%	51%
Science Achievement	52%	43%	53%	50%	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	108 (0)	106 (0)	104 (0)	82 (0)	114 (0)	107 (0)	621 (0)
Attendance below 90 percent	13 (25)	16 (19)	9 (16)	8 (13)	10 (20)	7 (21)	63 (114)
One or more suspensions	0 (0)	0 (2)	0 (1)	0 (1)	0 (4)	0 (1)	0 (9)
Course failure in ELA or Math	9 (20)	9 (13)	11 (6)	4 (6)	7 (10)	6 (12)	46 (67)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (13)	12 (24)	8 (31)	22 (68)

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	68%	59%	9%	58%	10%
	2018	67%	57%	10%	57%	10%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	61%	57%	4%	58%	3%
	2018	54%	50%	4%	56%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		7%				
Cohort Comparison		-6%				
05	2019	50%	48%	2%	56%	-6%
	2018	53%	51%	2%	55%	-2%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	69%	2%	62%	9%
	2018	80%	68%	12%	62%	18%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	77%	73%	4%	64%	13%
	2018	70%	64%	6%	62%	8%
Same Grade Comparison		7%				
Cohort Comparison		-3%				
05	2019	58%	62%	-4%	60%	-2%
	2018	62%	65%	-3%	61%	1%
Same Grade Comparison		-4%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	42%	11%	53%	0%
	2018	48%	45%	3%	55%	-7%
Same Grade Comparison		5%				
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	43	43	23	60	66	60	40				
ELL	46	36	20	65	45	40	22				
BLK	55	61		60	53						
HSP	53	43	36	65	54	52	35				
WHT	77	66		83	71	77	81				
FRL	54	48	39	65	56	47	47				

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	44	34	50	53	45		38				
ELL	35	42	42	68	53						
BLK	48	38		71	53						
HSP	54	51	59	65	60	49	46				
WHT	75	46		79	59		69				
FRL	55	51	55	67	59	44	47				
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	31	36	18	40	46	73	25				
ELL	17	37	47	56	56		9				
BLK	40	50	60	50	50	40	23				
HSP	47	53	47	61	55	48	42				
MUL	40			50							
WHT	76	69		81	64	45	75				
FRL	44	52	55	55	52	50	39				

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	56
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	59
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	42

English Language Learners	
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	57
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	50
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	76
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	52
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.

ELA Lowest 25th Percentile showed the lowest performance with only 40% making a learning gain. That represents a 16% decrease from the previous year of 56%. Both fourth and fifth grades demonstrated 40% learning gains, equally contributing to the poor performance. Contributing factors include tracking the data throughout the entire year, judiciously implementing small group intervention with appropriate supplemental materials, and poor attendance from the students identified in the ELA Lowest 25th Percentile. Additionally, lack of regular reading practice through the use of A.R. by the students who make up this component, is also a contributing factor

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

ELA Lowest 25th Percentile showed the lowest performance with only 40% making a learning gain. That represents a 16% decrease from the previous year of 56%. Both fourth and fifth grades demonstrated 40% learning gains, equally contributing to the poor performance. Contributing factors include tracking the data throughout the entire year, judiciously implementing small group intervention with appropriate supplemental materials, and poor attendance from the students identified in the ELA Lowest 25th Percentile. Additionally, lack of regular reading practice through the use of A.R. by the students who make up this component, is also a contributing factor

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.

Wauchula Elementary School exceeded the state average in ELA Achievement, Math Achievement, and Math Lowest 25th Percentile. WES was slightly behind the state average in ELA Learning Gains (-5%), Math Learning Gains (-35), and Science Achievement (-1%). However, once again the ELA Lowest 25th Percentile had the greatest gap when compared to the state average, with WES trailing the state by 13%. Contributing factors include tracking the data throughout the entire year, judiciously implementing small group intervention with appropriate supplemental materials, and poor attendance from the students identified in the ELA Lowest 25th Percentile. Additionally, lack of regular reading practice through the use of A.R. by the students who make up this component, is also a contributing factor.

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

The data component that demonstrated the most improvement was Math Lowest 25th Percentile with a 10% increase over the previous year, increasing from 44% to 54%, exceeding the state average by 3%. A contributing element to the increase in student performance was the implementation of small group skill instruction in fourth grade. An emphasis was placed on math skill remediation for the students identified in the Math Lowest 25th Percentile and tracking their performance throughout the year was a priority. The strategies implemented proved successful. However, the 54% making a learning gain in the Math Lowest 25th Percentile component represent a four year high, therefore, due to the inconsistency in performance in this component, it remains an area of concern.

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

Student attendance is an area of significant concern. Attendance below the 90% is concerning in that: 13 student in kindergarten, 16 students in first grade, 9 students in second grade, 8 students in third grade, 10 student in fourth grade, and 7 students in fifth grade all demonstrate attendance below 90%. When students fail to attend school, vital instruction is missed creating gaps in learning and weakness in foundational skills and grade level standards.

A secondary concern is the number of students with failing grades in ELA or Math. Nine students in Kindergarten, nine student in first grade, 11 students in second grade, 4 students in third grade, 12 students in fourth, and 8 students in fifth have failing grades in one or more subject.

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

1. ELA Lowest 25th Percentile is the area of highest priority for this school year. The 16% decrease from the previous year as well as the inconsistency in performance over the past 5 years in this components, makes it the area of greatest concern.
2. Math Lowest 25th Percentile component is a secondary area of concern. Although a 10% increase was demonstrated from the previous year, historical data indicates it as an area of inconsistent performance. Prior to the 2018-2019 performance of 54%, Math Lowest 25th Percentile fell in the low 40% since 2015-2016 school years.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25th Percentile
Rationale	The performance of students in the ELA Lowest 25th Percentile decreased 16% in learning gain when compared to the previous year, decreasing from 56% to 40%. This performance is 13% below the state average. Additionally, historical data of the ELA Lowest 25th Percentile indicate inconsistency in performance over the past five years.
State the measurable outcome the school plans to achieve	The performance of the ELA Lowest 25th Percentile will increase from 40% to 52%, a 12% increase. (This represents 29 students)
Person responsible for monitoring outcome	Sonja Bennett (sbennett@hardee.k12.fl.us)
Evidence-based Strategy	Implement brain-based instructional strategies throughout ELA instruction and judiciously implement small group reading remediation 30 minutes daily.
Rationale for Evidence-based Strategy	Routinely implementing the 20 brain based instructional strategies that engage the brain during instruction will increase student engagement in instruction and increase recall of information presented. Judiciously implementing small group reading instruction 30 minutes daily will provide the necessary remediation of skills students have not mastered, building a stronger foundation for success in mastering grade level reading standards.
Action Step	
Description	1. Identify students in the ELA Lowest 25th Percentile by the first week of school and regularly monitor progress throughout the year. Disaggregate and discuss data every month in grade group meetings, including weekly Cold Reads, I-Ready lessons passed, and A.R. quizzes passed. (Bennett / Bellflower)
	2. Professional Development on "Worksheets Don't Grow Dendrites - 20 Brain Based Instructional Strategies That Engage the Brain (Date: September 13, 2019 / Person Responsible: Bennett)
	3. Provide small group instruction daily using Measuring Up curriculum . (Duncan - 4th / Tyson - 5th)
	4. Monitor attendance of students in the ELA Lowest 25th Percentile monthly (Ward)
Person Responsible	Staci Duncan (sduncan@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).

Math Lowest 25th Percentile will be a secondary area of focus. This component increased by 10% from last year after judiciously implementing small group math instruction for 30 minutes daily for students identified in the Math Lowest 25th Percentile.

The Math Lowest 25th Percentile will increase from 54% to 56%, representing a 2% increase. Historical data indicates inconsistency in the performance of Math Lowest 25th Percentile.

Action-Steps:

1. Identify students in the Math Lowest 25th Percentile by the first week of school and regularly monitor progress throughout the year. Disaggregate and discuss data every month in grade group meetings, including weekly math assessments and I-Ready Math lessons passed. (Bennett / Bellflower)
2. Provide small group instruction daily in math, remediating skills. (Deaton)
3. Monitor attendance of students in the Math Lowest 25th Percentile monthly (Ward)

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.

See Parent Involvement Plan

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.

Wauchula Elementary employs a full-time, school counselor whose primary responsibility is to counsel students to fully develop each student's academic, career, personal, and social abilities. She assists with all aspect of a child's education.

She addresses the special needs of students who:

- are disengaged from learning and are at risk for: future dropout, participating in anti-social activity, or committing suicide;
- are in need of modified instructional strategies.

She consults with:

- student's parents or guardians and make referrals as appropriate for counseling and other services;
- school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success.

She coordinates people and resources in the school, home, and community.

With the assistance of school staff, she interprets standardized test results and other assessment data that help a student make educational and career plans.

She delivers classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.

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

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

Kindergarten Round-up was held in May of 2019. 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 / Orientation held the Friday before school starts. During the orientation, students are presented with the academic expectations for the year and sample standards are provided.

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

The school Leadership Team functions for the purpose of improving and maximizing student achievement. The team meets bi-weekly and reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations. The team analyzes data collected and assist in the development of an individual instruction plan that includes instructional strategies, the use of research-based materials, and appropriate future assessments or diagnostic tools to bring about increased achievement for that student.

Title I, Part A & Part C - Migrant

Provides funds to district schools to target academic assistance to all students, professional development for teachers, and parent involvement activities. Migrant funds provide services to migrant students (Pre K - 12th grade) and their families to improve academic performance and provide health and guidance services to them. A migrant teacher and a part-time migrant clerk, paid through migrant funds is on staff at Wauchula Elementary School.

Title II

Part A - provides for professional development of teachers and supports teachers and paraprofessionals to be highly qualified.

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, coordinated with Title I funds provide

summer school for Level 1 readers throughout the district.

Nutrition Programs

The School Breakfast/Lunch Program provides breakfasts/lunch and thereby plays an important part in supporting student achievement and teaching students the elements of good nutrition.

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

NA

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Lowest 25th Percentile	\$0.00
Total:			\$0.00