

Hardee County Schools

# North Wauchula Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>27</b>

# North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

[www.hardee.k12.fl.us/north\\_wauchula](http://www.hardee.k12.fl.us/north_wauchula)

## Demographics

**Principal: Jessica Gray**

Start Date for this Principal: 8/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (59%) 2017-18: C (49%) 2016-17: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Hardee County School Board on 10/12/2021.

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>27</b>

## North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north\_wauchula

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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.**

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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 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.
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.
Hartley, Melissa	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	Position 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.
Heine, Jamie	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.
Idsardi, Mary	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.

## Demographic Information

### Principal start date

Tuesday 8/1/2017, Jessica Gray

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

511

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

## Demographic Data

### Early Warning Systems

#### 2021-22

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	93	86	89	85	79	78	0	0	0	0	0	0	0	510
Attendance below 90 percent	57	47	51	42	47	45	0	0	0	0	0	0	0	289
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	7	11	8	7	9	9	0	0	0	0	0	0	0	51
Course failure in Math	7	9	5	3	4	14	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	5	7	23	18	22	0	0	0	0	0	0	0	75

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	8	13	8	15	17	17	0	0	0	0	0	0	0	78

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	7	2	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 10/7/2021

#### 2020-21 - 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	
Number of students enrolled	84	91	86	82	80	81	0	0	0	0	0	0	0	504
Attendance below 90 percent	25	33	30	21	28	30	0	0	0	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	5	0	8	2	1	0	0	0	0	0	0	0	22
Course failure in Math	4	2	1	16	4	5	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7

**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	7	1	24	8	20	0	0	0	0	0	0	0	69

**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	8	3	2	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	93	86	89	85	79	78	0	0	0	0	0	0	0	510
Attendance below 90 percent	10	35	33	31	33	32	0	0	0	0	0	0	0	174
One or more suspensions	0	2	0	3	0	2	0	0	0	0	0	0	0	7
Course failure in ELA	7	11	8	7	9	9	0	0	0	0	0	0	0	51
Course failure in Math	7	9	5	3	4	14	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	2	13	13	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	1	13	13	0	0	0	0	0	0	0	27

**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	7	10	6	7	13	22	0	0	0	0	0	0	0	65

**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	7	2	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	56%	57%	49%	54%	56%
ELA Learning Gains				65%	56%	58%	49%	53%	55%
ELA Lowest 25th Percentile				62%	52%	53%	47%	49%	48%
Math Achievement				62%	71%	63%	54%	68%	62%
Math Learning Gains				63%	70%	62%	51%	63%	59%
Math Lowest 25th Percentile				56%	61%	51%	49%	55%	47%
Science Achievement				48%	43%	53%	42%	47%	55%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	59%	-1%	58%	0%
Cohort Comparison						
04	2021					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-58%				
05	2021					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	69%	1%	62%	8%
Cohort Comparison						
04	2021					
	2019	57%	73%	-16%	64%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-70%				
05	2021					
	2019	54%	62%	-8%	60%	-6%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	42%	2%	53%	-9%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

i-Ready Diagnostics were used as the progress monitoring tool for all grade levels for both reading and mathematics. No progress monitoring tools were used for science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	54	85
	Economically Disadvantaged	7	47	80
	Students With Disabilities	0	30	50
	English Language Learners	0	33	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	34	73
	Economically Disadvantaged	3	30	66
	Students With Disabilities	0	40	50
	English Language Learners	0	0	33

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	50	68
	Economically Disadvantaged	35	50	69
	Students With Disabilities	10	10	36
	English Language Learners	0	22	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	26	56
	Economically Disadvantaged	9	22	58
	Students With Disabilities	0	0	37
	English Language Learners	0	0	67
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	63	70
	Economically Disadvantaged	37	55	70
	Students With Disabilities	0	31	25
	English Language Learners	0	25	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	31	54
	Economically Disadvantaged	6	22	50
	Students With Disabilities	7	20	25
	English Language Learners	0	25	50

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	50	52
	Economically Disadvantaged	37	42	51
	Students With Disabilities	13	20	9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	51	62
	Economically Disadvantaged	8	43	56
	Students With Disabilities	0	8	20
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	30	37
	Economically Disadvantaged	19	35	38
	Students With Disabilities	0	8	8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	31	53
	Economically Disadvantaged	19	31	56
	Students With Disabilities	0	9	17
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	47	18		50	27		27				
ELL	36	50		47	42		36				
BLK	23			31							
HSP	55	49	40	53	36	14	29				
WHT	67	44		70	37		38				
FRL	49	44	43	53	33	17	33				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
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				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	8
Percent Tested	99%



Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
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	51
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Students With Disabilities (SWD) and English Language Learner (ELL) subgroup data lags in comparison to other subgroups in 2021 progress monitoring data.

Science is consistently the content area that stands out as being deficient in comparison to the state, especially in 2021.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science - According to the 2019 state assessments 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.

ELA - According to 2021 state assessments ELA 3rd graders scoring 3 and up were 7% below the state, and less than 47% were 3's and up.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Science -

Data shows a need for instruction in the assessed fair game standards, standards based instruction with an emphasis on science vocabulary and academic language, and hands-on learning experiences.

New actions - Dedicated time and space for daily science lab instruction at the 5th grade level, explicit instruction in science vocabulary, fair game standards addressed at assigned grade level, and

retaught at 5th grade level.

ELA -

The most significant factor for this need for improvement would be loss of face to face instruction, as a result of school closure, COVID exclusions, and distance learning.

New actions - Added support staff for Tier II support, termination of distance learning program (HILO), more robust Afterschool Program (K-5), and data-driven instruction to accelerate learning.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

According to the 2019 state assessment, the greatest improvement was in ELA Learning Gains. The percent of students making a learning gain increased from 49% to 65%.

In 2021 there were more 3's and up than in any prior year (57%).

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

2019 - 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.

2020-2021 i-Ready Toolbox became the source for previewing reading skills to provide parallel instruction with a different source. Afterschool tutoring was expanded to all grade levels, as well as the summer school program.

**What strategies will need to be implemented in order to accelerate learning?**

- Intentional selection high yield strategies with 0.4 effect size or greater
- Afterschool tutoring program (K-5)
- Targeted small group instruction
- B.E.S.T. Standards aligned instruction (K-2)
- Active student learning, including active use of technology
- AVID Strategies
- Data driven Instruction
- Higher order questioning
- Direct instruction
- Cooperative Learning
- Peer Tutoring
- Data analysis and response with intensified focus on SWD, Migrant, and ELL subgroups

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

- B.E.S.T. Standards Professional Development
- Instructional Technology Professional Development
- AVID Professional Development with focus on strategies with high yield effect size of 0.4 or greater
- Peer Observations

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

- Continued attention to scheduling for ESE and lowest quartile students to provide the greatest continuity of instruction
- 5th Grade daily science lab instruction
- Paraprofessional assigned to each grade level to provide tier 2 support

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>North Wauchula Elementary School was identified by the Reading Achievement Initiative for Scholastic Excellence (RAISE) Program as a school in need of additional support due to less than 50% of 3rd grade students earning a three or higher on FSA-ELA (47%).</p> <p>According to i-Ready the following percentage of students in primary grades were reading below grade level:  K - 13%  1 - 16%  2 - 32%</p> <p>In intermediate grade levels the following percent of students scored below level 3 on the FSA-ELA:  3 - 53%  4 - 41%  5 - 46%</p>
<b>Measurable Outcome:</b>	<p>Increase the percentage of third graders scoring 3 or higher on the 2022 FSA ELA to 50% or greater.</p> <p>Maintain at least 57% of 3rd through 5th grades combined, scoring 3 or higher on FSA ELA.</p>
<b>Monitoring:</b>	<p>The following monitoring tools will be utilized in addition to classroom assessments in weekly Professional Learning Communities (PLCs), monthly Leadership Team Meetings, and data chats with individual teachers at the beginning, middle, and end of the year:</p> <ul style="list-style-type: none"> <li>- i-Ready usage (monthly), i-Ready Progress Monitoring Results (fall and spring), i-Ready Diagnostic Results (Beginning, Middle, and End of Year)</li> <li>- Renaissance Accelerated Reader (mid-quarter and end of each quarter) and STAR Reports (Beginning, Middle, and End of Year)</li> <li>- APM results (fall and spring)</li> </ul> <p>Data analysis and response will focus on SWD, Migrant, and ELL student subgroups in addition to grade-level data.</p>
<b>Person responsible for monitoring outcome:</b>	Jessica Gray (jgray@hardee.k12.fl.us)
<b>Evidence-based Strategy:</b>	NWES will implement Advancement through Individual Determination (AVID) strategies with an effect size of 0.4 or greater in English Language Arts, utilize evidence-based programs, as well as provide consistent data-driven small group instruction, and additional instruction through the NWES afterschool program.
<b>Rationale for Evidence-based Strategy:</b>	Consistent consideration of effect sizes in selecting instructional strategies will increase the effectiveness of instruction. Careful selection of evidence-based programs will provide high-quality instructional materials that will best support learning. Utilizing data to drive small group instruction will enable teachers to provide effective interventions through NWES's multi-tiered system of supports. As a result, student performance on FSA ELA will improve.

**Action Steps to Implement**

Throughout the year professional development in AVID strategies that have an effect size of 0.4 or higher will be facilitated, as well as active instructional technology use and i-Ready updates, on inservice days and during PLCs.

**Person Responsible** Yesenia Roberts (ybrown@hardee.k12.fl.us)

HMH Into Reading will be utilized in all grades for core instruction, with Ready LAFS, and the i-Ready Toolbox being used for small group instruction for grades 3-5.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

Heggerty Phonemic Awareness will be utilized in kindergarten through first grade and Heggerty Bridge the Gap Intervention Materials will be utilized in grade two through five by Reading Intervention and Exceptional Student Education (ESE) Teachers as a resource for intervention lessons based on student needs in reading.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Though FSA Math scores for 2021 were not reported in the Needs Analysis portion of this document, math learning gains and math learning gains for the lowest quartile showed the greatest decline of any of the school grade components, which indicates a critical need. Due to the loss of face-to-face instruction during the fourth quarter of the 2019-2020 school year, as well as the loss of face-to-face instruction for those learning at home, and loss of instruction due to COVID related school exclusions for others, students have demonstrated content specific deficits in math that teachers and students continue to strive to fill the gaps, while simultaneously proceeding to teach current grade-level content. Gaps vary based on individual student needs.
<b>Measurable Outcome:</b>	The percent of students achieving 3 or higher on FSA Mathematics will increase as follows: 3rd - 58% or more 4th - 58% or more 5th - 66% or more
<b>Monitoring:</b>	The following monitoring tools will be utilized in addition to classroom assessments in weekly Professional Learning Communities (PLCs), monthly Leadership Team Meetings, and data chats with individual teachers at the beginning, middle, and end of the year: - i-Ready usage (monthly), i-Ready Progress Monitoring Results (fall and spring), i-Ready Diagnostic Results (Beginning, Middle, and End of Year) - APM results (fall and spring) Data analysis and response will focus on students in the lowest quartile, SWD, Migrant, and ELL student subgroups in addition to grade-level data.
<b>Person responsible for monitoring outcome:</b>	Jessica Gray (jgray@hardee.k12.fl.us)
<b>Evidence-based Strategy:</b>	NWES will implement Advancement through Individual Determination (AVID) strategies with an effect size of 0.4 or greater in Mathematics, utilize evidence-based programs, as well as provide consistent data-driven small group instruction, and additional instruction through the NWES afterschool program.
<b>Rationale for Evidence-based Strategy:</b>	Consistent consideration of effect sizes in selecting instructional strategies will increase the effectiveness of instruction. Careful selection of evidence-based programs will provide high-quality instructional materials that will best support learning. Utilizing data to drive small group instruction will enable teachers to provide effective interventions through NWES's multi-tiered system of supports. As a result, student performance on FSA Mathematics will improve.

**Action Steps to Implement**

Throughout the year professional development in AVID strategies that have an effect size of 0.4 or higher will be facilitated, as well as active instructional technology use and i-Ready updates, on inservice days and during PLCs.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

GoMath! Florida will be utilized in all grades for core instruction, with Ready MAFS being used for small group instruction for grades 3-5, and the i-Ready Toolbox being used in all grade levels.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

Reflex Math and/or timed fact drills will be utilized to ensure students achieve fact fluency

**Person**  
**Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

Wiley's Florida Everglades will be utilized as a spiral review to further ensure that students are continuously exposed to and maintain what is learned across all content areas of mathematics in grades three through five.

**Person**  
**Responsible** Jessica Gray (jgray@hardee.k12.fl.us)



**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Science is consistently the content area that stands out as being deficient in comparison to the state, especially in 2021. According to the 2019 School Grade Report, Science Achievement was the lowest area with 48% of students scoring level 3 or higher. Students' lack of knowledge and understanding of the fair game standards assessed at the fifth grade level, as well as hands-on experiences, and content-specific vocabulary, contribute to this deficiency.
<b>Measurable Outcome:</b>	50% of 5th Grade students will score level three or higher on the Florida Statewide Science Assessment (FSSA).
<b>Monitoring:</b>	The following monitoring tools will be utilized in addition to classroom assessments in weekly Professional Learning Communities (PLCs), monthly Leadership Team Meetings, and data chats with individual teachers at the beginning, middle, and end of the year: - Study Island Reports (5th Grade) - Progress Monitoring Assessment (Fall and Spring)
<b>Person responsible for monitoring outcome:</b>	Jessica Gray (jgray@hardee.k12.fl.us)
<b>Evidence-based Strategy:</b>	NWES will implement AVID strategies with an effect size of 0.4 or greater in science, utilize evidence-based programs, as well as provide consistent data-driven small group instruction, and additional instruction through daily science lab instruction in 5th Grade.
<b>Rationale for Evidence-based Strategy:</b>	Consistent consideration of effect sizes in selecting instructional strategies will increase the effectiveness of instruction. Careful selection of evidence-based programs will provide high-quality instructional materials that will best support learning. Utilizing data to drive small group instruction will enable teachers to provide effective interventions through NWES's multi-tiered system of supports. Daily lab experiences will build students background knowledge and conceptual understanding. As a result, student performance on FSSA will improve.

**Action Steps to Implement**

Throughout the year professional development in AVID strategies that have an effect size of 0.4 or higher will be facilitated, as well as active instructional technology use, on inservice days and during PLCs.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

HMH Science Fusion will be utilized in all grades for core instruction, with digital resources including Google Expeditions with VR Headsets, Mystery Science, and Generation Genius being used at all grade levels, and Study Island in the fifth grade.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

In fifth grade, Study Island fall and spring assessments, as well as ongoing reports, will be utilized to measure progress, and determine student needs.

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

Fifth grade students will daily participate in lab experiences where they will participate in hands-on experiences that correspond with classroom content (i.e. making models, experiments, demonstrations,

etc.) or experience active use of technology for learning (i.e. Google Expeditions with VR headsets, Nearpod, Kahoot, etc.).

**Person Responsible** Jessica Gray (jgray@hardee.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**NWES has a reported 0.4 incidents per 100 students. When compared to other elementary schools NWES falls into the low category. We do not have any areas of concern due to falling into the low category. We will continue to monitor student behavior and respond to individual incidences based on our district code of conduct.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

There are several ways that North Wauchula Elementary School (NWES) builds positive relationships with families, which increase parental and student involvement, and keeps parents abreast of their children's progress. Each teacher is required to meet with all parents/guardians during the first quarter of school. During this meeting, student academic information and baseline data are discussed. 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 throughout the school year. The Meet-Your-Teacher event, is the first event of the year. NWES hosts the Annual Title I Meeting in the first nine weeks, and content specific events are held throughout the year (i.e. Literacy night, STEM Night, etc.). Throughout the school year translators are provided during parent events or parent conferences. It is anticipated that all parent involvements will be held virtually due to COVID-19, in addition to select face to face events with social distancing guidelines adhered to.

Another form of communication is the Wildcat Pride (a quarterly 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 comprise the School Advisory Council (SAC). Parent volunteers and the Parent Teacher Organization (PTO) are active and include all parent groups.

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. The school counselor provides classroom lessons on topics as needed. 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.

NWES is an AVID Elementary certified school (Advancement Via Individual Determination). Teachers have incorporated college and career aware activities and displays schoolwide. Our student led news show, Cool Cat TV (CCTV), features a weekly college/military spotlight focused on a Florida college or university and the branches of armed services.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

NWES welcomes local Pre-K programs in the spring of each year to visit and become familiar with the school. Kindergarten teachers provide parent orientation at the East Coast Migrant and Redlands Christian Migrant Association (RCMA) campuses annually to review readiness skills, curriculum, and registration requirements. Kindergarten Round-Up is held 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.

Students participate in a College and Career Exploration Day, which include college/university and business presentations. Fifth grade students visit the South Florida State College Campus in addition to their HJH School Orientation trip. Students and staff participate in College Shirt Wednesdays.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$128,061.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl			\$22,846.00
			Notes: i-Ready			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl			\$6,931.92
			Notes: Renaissance - Accelerated Reader and STAR			
	5100	730-Dues and Fees	0111 - North Wauchula Elementary Schl	Title, I Part A		\$3,125.00
			Notes: AVID Dues			
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	General Fund		\$84,104.64

			<i>Notes: HMH Into Reading</i>			
	5100	510-Supplies	0111 - North Wauchula Elementary Schl	Title, I Part A		\$864.00
			<i>Notes: Heggerty Phonemic Awareness - For Kindergarten and First</i>			
	5100	510-Supplies	0111 - North Wauchula Elementary Schl	Title, I Part A		\$959.72
			<i>Notes: Heggerty Bridge the Gap - Second through Fifth Grade Intervention Resource</i>			
	5100	120-Classroom Teachers	0111 - North Wauchula Elementary Schl	Other Federal		\$9,230.00
			<i>Notes: Afterschool Program - Fall</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$51,816.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	Title, I Part A		\$22,846.50
			<i>Notes: i-Ready</i>			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	Title, I Part A		\$3,230.00
			<i>Notes: i-Ready Toolbox</i>			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	Title, I Part A		\$5,409.00
			<i>Notes: Ready MAFS</i>			
	5100	730-Dues and Fees	0111 - North Wauchula Elementary Schl	Title, I Part A		\$3,125.00
			<i>Notes: AVID Dues</i>			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Math</i>			
	5100	120-Classroom Teachers	0111 - North Wauchula Elementary Schl	Title, I Part A		\$9,500.00
			<i>Notes: Afterschool Program - Spring</i>			
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	General Fund		\$4,411.00
			<i>Notes: Florida, Go Math!</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$2,291.85</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0111 - North Wauchula Elementary Schl	General Fund		\$500.00
			<i>Notes: HMH Science Fusion - Shipping</i>			
	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl			\$496.85
			<i>Notes: Study Island Science</i>			

	5100	369-Technology-Related Rentals	0111 - North Wauchula Elementary Schl			\$1,295.00
			<i>Notes: Generation Genius</i>			
<b>Total:</b>						<b>\$182,169.63</b>