

Hardee County Schools

Wauchula Elementary School



2021-22 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: 9/28/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Wauchula Elementary School

400 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/wauchula_elementary

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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Name	Position Title	Job Duties and Responsibilities
Farr, Mary	Principal	The principal provides oversight for the implementation of school based initiative, ensuring the use of data-based decision making. She assesses the skill levels of school staff to determine professional development that will support ongoing school improvement.
Ward, Shadow	Assistant Principal	The assistant principal provides expertise on issues ranging from program design to assessment & interventions to support school-based initiatives, as well as insight on issues relating to attendance/behavior incentives and interventions that support school-based initiatives.
Bellflower, Cristy	Reading Coach	
Bond, Chelsea	Teacher, K-12	As a grade level leader, this teacher will serve on the LLT to provide information about core instruction, participate in the collection & analysis of data, and collaborate with the grade level members to implement school-based initiatives.
Hays, Karen	Teacher, PreK	As a grade level leader, this teacher will serve on the LLT to provide information about core instruction, participate in the collection & analysis of data, and collaborate with the grade level members to implement school-based initiatives.
Carlton, Kristen	Teacher, K-12	As a grade level leader, this teacher will serve on the LLT to provide information about core instruction, participate in the collection & analysis of data, and collaborate with the grade level members to implement school-based initiatives.
Tubbs, Amy	Teacher, K-12	As a grade level leader, this teacher will serve on the LLT to provide information about core instruction, participate in the collection & analysis of data, and collaborate with the grade level members to implement school-based initiatives.

Demographic Information

Principal start date

Tuesday 9/28/2021, Mary Sue Maddox

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.*

1

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.*

5

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

610

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

7

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

8

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	92	106	104	103	88	80	0	0	0	0	0	0	0	573
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	5	6	7	12	9	10	0	0	0	0	0	0	0	49

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	0	1	0	0	0	0	0	0	0	0	0	1

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	5	5	15	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/28/2021

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	106	108	88	102	77	104	0	0	0	0	0	0	0	585
Attendance below 90 percent	5	0	4	5	1	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	5	8	6	5	6	5	0	0	0	0	0	0	0	35
Course failure in Math	4	6	5	6	8	4	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9

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	2	3	3	4	3	5	0	0	0	0	0	0	0	20

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	7	6	0	1	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	106	108	88	102	77	104	0	0	0	0	0	0	0	585
Attendance below 90 percent	5	0	4	5	1	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	5	8	6	5	6	5	0	0	0	0	0	0	0	35
Course failure in Math	4	6	5	6	8	4	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9

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	2	3	3	4	3	5	0	0	0	0	0	0	0	20

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	7	6	0	1	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				62%	56%	57%	60%	54%	56%
ELA Learning Gains				53%	56%	58%	48%	53%	55%
ELA Lowest 25th Percentile				40%	52%	53%	56%	49%	48%
Math Achievement				71%	71%	63%	71%	68%	62%
Math Learning Gains				59%	70%	62%	59%	63%	59%
Math Lowest 25th Percentile				54%	61%	51%	44%	55%	47%
Science Achievement				52%	43%	53%	51%	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	68%	59%	9%	58%	10%
Cohort Comparison						
04	2021					
	2019	61%	57%	4%	58%	3%
Cohort Comparison		-68%				
05	2021					
	2019	50%	48%	2%	56%	-6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	69%	2%	62%	9%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	73%	4%	64%	13%
Cohort Comparison		-71%				
05	2021					
	2019	58%	62%	-4%	60%	-2%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	42%	11%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The school use the iReady assessment tool for both reading and math during the 2020-2021 school year. The data from this tool was utilized to identify needs and make instructional adjustments as the year progressed.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.81	48.57	75.24
	Economically Disadvantaged	17.57	40.54	70.27
	Students With Disabilities	0	25	50
	English Language Learners	16.67	16.67	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7.62	33.33	66.67
	Economically Disadvantaged	2.7	25.68	59.46
	Students With Disabilities	0	25	25
	English Language Learners	0	0	16.67

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.68	57.32	64.63
	Economically Disadvantaged	31.48	55.56	53.70
	Students With Disabilities	11.11	22.22	11.11
	English Language Learners	0	66.67	66.67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.63	45.12	71.95
	Economically Disadvantaged	5.56	31.48	66.67
	Students With Disabilities	11.11	22.22	44.44
	English Language Learners	0.	33.33	66.67
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.83	55.21	67.71
	Economically Disadvantaged	32.26	45.16	62.90
	Students With Disabilities	0	0	14.29
	English Language Learners	12.50	25	37.50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.71	36.46	56.25
	Economically Disadvantaged	9.68	25.81	48.39
	Students With Disabilities	0	14.29	14.29
	English Language Learners	0	6.25	31.25

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.88	50.68	47.95
	Economically Disadvantaged	23.53	39.22	37.25
	Students With Disabilities	0	0	0
	English Language Learners	10	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.55	41.10	54.79
	Economically Disadvantaged	7.84	27.45	45.10
	Students With Disabilities	0	0	0
	English Language Learners	0	10	20
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	35	41
	Economically Disadvantaged	14.29	22.22	26.98
	Students With Disabilities	0	0	0
	English Language Learners	11.76	29.41	29.41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.	34	53
	Economically Disadvantaged	6.35	22.22	34.92
	Students With Disabilities	0	0	5.56
	English Language Learners	0	23.53	52.94
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	29		30	31		29				
ELL	34	50		32	33		31				
BLK	41	20		41	20		10				
HSP	39	33	26	42	24	15	31				
WHT	68	53		62	28		58				
FRL	35	32	28	37	24	14	26				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	26
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	30
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	54
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	29
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?

In a review of both the 18/19 and 20/21 performance data, it is evident that the various data points attached to student growth are not at the levels needed - both for reading and math. A downward trend can be seen over the past few years.

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

In 2019, 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%. Historical data has shown inconsistencies with students making adequate learning gains. Some of the previous contributing factors included consistent tracking of data throughout the year for the purpose of adjusting instructional practices and the inconsistent integration of high yielding instructional strategies (e.g. small group instruction, cooperative groups). Additionally, the lack of regular reading practice through the use of A.R. by the students who make up this component, is also a contributing factor. We know that the gap in instruction from the impact of COVID for the last couple of school years has the potential to continue to compound the challenges.

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

Historical data has shown inconsistencies with students making adequate learning gains. Some of the previous contributing factors included inconsistent tracking of data throughout the year for the purpose of adjusting instructional practices and the inconsistent integration of high yielding instructional strategies (e.g. small group instruction, cooperative groups). 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. We know that the gap in instruction from the spring of 2020 due to COVID has the potential to compound the challenges. As a result of this, WES has revamped its master schedule to

build in a designated small group support time (Bobcat Breakout) that will provide every K-5 student with a minimum of 30 minutes each day of small group support. The use of ESSIR funds to hire additional paraprofessionals was used to help support this initiative. Evidence based materials have also been purchased to help ensure the instruction is aligned appropriately to the state standards. The Bobcat Breakout initiative is also aligned to help support the school's RtI process.

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

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%. 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.

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

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 data results from 20/21 school year has shown that student growth in the area of math is still an area of concern. WES has revamped its master schedule to build in a designated small group support time (Bobcat Breakout) that will provide every K-5 student with a minimum of 30 minutes each day of small group support. The use of ESSIR funds to hire additional paraprofessionals was used to help support this initiative. Evidence based materials have also been purchased to help ensure the instruction is aligned appropriately to the state standards. The Bobcat Breakout initiative is also aligned to help support the school's RtI process.

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

We know that the gap in instruction from the spring of 2020 due to COVID has the potential to compound the challenges. As a result of this, WES has revamped its master schedule to build in a designated small group support time (Bobcat Breakout) that will provide every K-5 student with a minimum of 30 minutes each day of small group support. The use of ESSIR funds to hire additional paraprofessionals was used to help support this initiative. Evidence based materials have also been purchased to help ensure the instruction is aligned appropriately to the state standards. The Bobcat Breakout initiative is also aligned to help support the school's RtI process.

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.

The professional development provided during our pre-school planning days was specifically designed to help lay a foundation to support the school-wide small group initiative - the Bobcat Breakout. All staff were provided training on the following:

- High yielding instruction strategies
- Effective Lessons Planning with a Backwards Design
- Data Driven Instruction
- Modeling of Effective strategies (both for teachers and paras involved in the Bobcat Breakout)
- World Tour – Model Classroom Observations
- Classroom Modeling by Literacy Coach
- Coaching Cycle Utilized
- Designated Common Planning with administrative support weekly

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

The following support will be utilized throughout the 21-22 school year:

- Ongoing PD support on high yielding instruction strategies
- Weekly review & feedback on lesson plans to ensure effective planning
- Ongoing support with modeling (both for teachers and paras involved in the Bobcat Breakout)
- World Tour – Model Classroom Observations
- Classroom Modeling by Literacy Coach
- Coaching Cycle Utilized
- Designated Common Planning with administrative support weekly, including feedback on the strategies being utilized during instruction and the data used to drive that instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to ELA Learning Gains

Area of Focus Description and Rationale:	The 20-21 Learning Gain performance of students in the ELA decreased by 14% points when compared to the 18-19 school year (from 53% to 39%). Additionally, this concern carries over into the ELA Lowest Quartile group with an 8 percentage point drop (from 40% to 32%) in students demonstrating growth. Historical data of the ELA learning gains components indicate a decline in performance over the past few years and appears to be an area of inconsistent growth.
Measurable Outcome:	The ELA learning gains performance will increase from 39% to 50% (an 11 percentage point increase) and the ELA Lowest 25th Percentile will increase from 32% to 50% (an 18 percentage point increase).
Monitoring:	Progress monitoring will occur in multiple ways throughout the year. First, classroom data will be used to make adjustments to daily instruction throughout the week and will include both formal and informal pieces of data. This data will also help drive the targeted small group instruction happening during the Bobcat Breakout time and provide insight on any instructional adjustments that need to be made both to the skills being addressed and the student group makeup. Additionally, the use of our 'formal' progress monitoring assessments data (e.g. iReady and APM) will be analyzed to look for trends in student performance by class and grade. This data will help determine the effectiveness of the strategies and instructional materials being used to support student growth.
Person responsible for monitoring outcome:	Mary Farr (mfarr@hardee.k12.fl.us)
Evidence-based Strategy:	Implement brain-based instructional strategies that have a target effective size of .40 and above throughout ELA instruction, as well as the purposeful integration of small group reading instruction in a more consistent manner through the school-wide initiative of the Bobcat Breakout. The Bobcat Breakout is where the master schedule integrates a 30 minute daily small group support for every K-5 classroom. Groups will be based upon student needs and evidenced-based strategies and resources will be utilized for instruction.
Rationale for Evidence-based Strategy:	Routinely implementing the brain-based instructional strategies that engage the brain during instruction will increase student engagement in instruction and increase recall of information presented. The integration of small group reading instruction will provide the necessary remediation of skills students have not mastered, building a stronger foundation for success in mastering grade level reading standards.

Action Steps to Implement

1. Using the 20-21 FSA school data, we will identify students who did not demonstrate growth in the area of ELA.
2. The professional development provided specifically designed to help lay a foundation to support the school-wide small group initiative - the Bobcat Breakout:
 - High yielding instruction strategies
 - Effective Lessons Planning with a Backwards Design
 - World Tour – Model Classroom Observations
 - Classroom Modeling by Literacy Coach
 - Coaching Cycle Utilized
 - Common Planning with administrative support weekly
3. Progress monitoring will occur throughout the year. This will include classroom data both formal and informal pieces of data. This data will also help drive the targeted small group instruction happening during the Bobcat Breakout time & help identify instructional adjustments needed both to the skills being

addressed & the student groups. Formal progress monitoring assessments data will be analyzed for trends in student performance by class/grade.

Person
Responsible Mary Farr (mfarr@hardee.k12.fl.us)

#2. Other specifically relating to Math Learning Gains

Area of Focus Description and Rationale:	The 20-21 Learning Gain performance of students in the Math decreased by 23% points when compared to the 18-19 school year (from 59% to 26%). Additionally, this concern carries over into the Math Lowest Quartile group with an 41 percentage point drop (from 54% to 13%) in students demonstrating growth. Historical data of the Math learning gains components indicate a decline in performance over the past few years and appears to be an area of inconsistent growth.
Measurable Outcome:	The Math learning gains performance will increase from 26% to 50% (a 19 percentage point increase) and the Math Lowest 25th Percentile will increase from 13% to 50% (an 37 percentage point increase).
Monitoring:	Progress monitoring will occur in multiple ways throughout the year. First, classroom data will be used to make adjustments to daily instruction throughout the week and will include both formal and informal pieces of data. This data will also help drive the targeted small group instruction and provide insight on any instructional adjustments that need to be made both to the skills being addressed and the student group makeup. Additionally, the use of our 'formal' progress monitoring assessments data (e.g. iReady and APM) will be analyzed to look for trends in student performance by class and grade. This data will help determine the effectiveness of the strategies and instructional materials being used to support student growth.
Person responsible for monitoring outcome:	Mary Farr (mfarr@hardee.k12.fl.us)
Evidence-based Strategy:	Implement brain-based instructional strategies that have a target effective size of .40 and above throughout math instruction, as well as the purposeful integration of small group reading instruction in a more consistent manner. Groups will be based upon student needs and evidenced-based strategies and resources will be utilized for instruction. Additionally, grade levels will use common planning time to review performance data to determine instructional adjustments that need to be made to support student growth.
Rationale for Evidence-based Strategy:	Routinely implementing the brain-based instructional strategies that engage the brain during instruction will increase student engagement in instruction and increase recall of information presented. The integration of small group instruction will provide the necessary remediation of skills students have not mastered, building a stronger foundation for success in mastering grade level reading standards. Common instructional planning across the grade level will help ensure instructional materials being used are effective in meeting the educational needs of the student.s

Action Steps to Implement

1. Using the 20-21 FSA school data, we will identify students who did not demonstrate growth in the area of Math.
2. The professional development provided specifically designed to help lay a foundation to support the school-wide small group initiative - the Bobcat Breakout:
 - High yielding instruction strategies
 - Effective Lessons Planning with a Backwards Design
 - World Tour – Model Classroom Observations
 - Classroom Modeling by Literacy Coach
 - Coaching Cycle Utilized
 - Common Planning with administrative support weekly
3. Progress monitoring will occur throughout the year. This will include classroom data both formal and

informal pieces of data. This data will also help drive the targeted small group instruction & help identify instructional adjustments needed both to the skills being addressed & the student groups. Formal progress monitoring assessments data will be analyzed for trends in student performance by class/grade.

Person Responsible Mary Farr (mfarr@hardee.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

As indicated earlier, this year has presented a new set of challenges for identifying at risk students based upon attendance as a EWS indicator. We are seeing groups of students having to miss school for longer periods of time (e.g. 10-14 days) due to COVID related issues. The attendance data points are not easily tracked, thus compounding the concern. Regardless, we know that students are most at risk when there is a gap in direct instruction. When students fail to 'attend' school, vital instruction is missed creating gaps in learning and weakness in foundational skills and grade level standards.

It is because of this continuing area of concern that WES has established an Attendance Committee made up of representatives from across the grade levels. This committee will meet regularly to review student attendance data, discuss possible factors impacting attendance and specific at risk groups. The committee will identify possible strategies that can be put in place to support those targeted at risk groups that are specific to the need of the group and adjusts as the data changes

Additionally, the leadership team continue to provide its support by keeping it as a talking point for each meeting, reviewing current data and discusses relevant concerns.

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.

At WES we realize that creating a successful culture/environment is directly connected to the relationship between the various stakeholders. It is through this environment that we can positively impact student performance. It is with that in mind that the following items have been established:

1. Open House - This day occurs just before the opening of school and allows parents and students to meet assigned teachers. It is here that teachers can begin the foundation for a collaborative relationship with students and their families.
2. Parent Conference Nights - Midway through the first quarter, WES has set aside nights for each grade level to allow teachers and parents to meet for the purpose of reviewing a student's 'baseline data'. This meeting allows teachers to build an 'open line of communication' with our families.
3. Additional Parent Nights - As part of our Title I PFEP, WES has established events throughout the year to gain the involvement of our parents & families. These events will range from 'workshops' geared toward providing parents with information & resources on how to support their students to celebrations.
4. SAC Meetings - WES has built a School Advisory Council with stakeholder representatives reflective of the demographics of the school. This group will meet quarterly to review & provide input on various topics related to school improvement including the following: the SIP, the PFEP, survey results, & various school data.
5. Collaborative Structures - Faculty at WES incorporates the use of collaborative structures for the purpose of team and class building. These structures are adaptable to fit the curriculum needs of the classroom.
6. Communication - The school will utilize a variety of communication platforms to keep stakeholders informed on what is happening at WES. These include classroom & school newsletters, social media posts, school celebrations, and conference nights.
7. Student Clubs - Various student clubs will be offered as a way to provide students opportunities to explore areas of interests (e.g. art, STEM), as well as those that offer a way to nurture potential leadership capabilities within (e.g. student council & safety patrol).
8. End of Year Parent Surveys - Various surveys are used toward the end of the year to gather feedback from parents. This survey will provide the school some valuable information on how we can improve upon the service we provide to our students and families.

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

At WES we realize that creating a successful culture/environment is directly connected to the relationship we have with our various stakeholder. It is through this environment that we can positively impact student performance.

1. Students - Faculty and staff at WES incorporates the use of collaborative structures for the purpose of team and class building. These help foster a sense community on campus and to develop social acceptance within our student body.
2. Parents - This relationship begins at the very beginning of the school year with our Open House. It is here that the school can begin the foundation for a collaborative relations with students and their families. The relationship continues to develop through the other opportunities the school has during the year including parent nights, SAC meeting, and a consistent line of communication.
3. Community - Developing a positive relationship with our various community stakeholders is important for WES. By having a school presence at various community events (e.g. Back to School block party, parades) helps to support that effort. In additionally, having partners for different initiatives that supports students and staff also play a role. This includes sponsorships for different events like staff luncheons and student recognition days.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: ELA Learning Gains	\$0.00
2	III.A.	Areas of Focus: Other: Math Learning Gains	\$0.00
Total:			\$0.00