Wauchula Elementary School

2022-23 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: 8/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: B (56%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Maddox, Mary Sue	Principal	The principal provides oversight for the implementation of school-based initiatives, ensuring the use of data-based decision making. The principal addresses the skill levels of school staff to determine professional development which will support ongoing school improvement.
Bellfower, Cristy	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.
Pelham, Bryan	Dean	
Bond, Chelsea	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members to implement school-based initiatives.
Aguilar, Ashley	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members to implement school-based initiatives.
Tubbs, Amy	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members to implement school-based initiatives.
Carlton, Kristen	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members to implement school-based initiatives.
Grantham, Alisha	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members to implement school-based initiatives.
Miranda, Jeannette	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members to implement school-based initiatives.
Farr, Paige	Teacher, K-12	As a grade level leader, this teacher will serve on the leadership team to provide information about core instruction, participate in the collection and

Name	Position Title	Job Duties and Responsibilities
		analysis of data, and collaborate with grade level members to implement school-based initiatives.
Cruz, Daynaa	School Counselor	The Guidance Counselor organizes and facilitates school-wide assessments. The counselor bridges teachers and parents together to assist with the students' learning needs. She provides character development lessons and counseling for all students as needed.

Demographic Information

Principal start date

Monday 8/1/2022, Mary Sue Maddox

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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

47

Total number of students enrolled at the school

620

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	90	107	101	100	87	80	0	0	0	0	0	0	0	565
Attendance below 90 percent	20	17	12	16	13	10	0	0	0	0	0	0	0	88
One or more suspensions	2	3	0	0	3	10	0	0	0	0	0	0	0	18
Course failure in ELA	17	9	12	24	7	27	0	0	0	0	0	0	0	96
Course failure in Math	9	5	2	22	11	35	0	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	22	18	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	29	24	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	20	0	20	20	0	0	0	0	0	0	0	0	60

Using the table above, complete the table below with the number of students by current grade level who have 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	4	12	6	8	0	0	0	0	0	0	0	46

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	11	3	15	0	0	0	0	0	0	0	0	0	33
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 8/23/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	54%	56%				62%	56%	57%
ELA Learning Gains	55%						53%	56%	58%
ELA Lowest 25th Percentile	56%						40%	52%	53%
Math Achievement	59%	45%	50%				71%	71%	63%
Math Learning Gains	59%						59%	70%	62%
Math Lowest 25th Percentile	55%						54%	61%	51%
Science Achievement	30%	64%	59%				52%	43%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	59%	9%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	61%	57%	4%	58%	3%
Cohort Comparison		-68%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	48%	2%	56%	-6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	69%	2%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	77%	73%	4%	64%	13%
Cohort Comparison		-71%				
05	2022					
	2019	58%	62%	-4%	60%	-2%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	42%	11%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	21	30	33	50						
ELL	27	36		27	41						
BLK	59	71		55	53		18				
HSP	50	57	59	56	63	50	24				
WHT	60	52	42	64	56	57	44				
FRL	48	54	59	52	55	50	24				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 review of the 20-21 and 21-22 student performance data across grade levels, we recognize consistent student growth in both, ELA and Math. In contrast, the data reported for the 21-22 school year indicated a need for improvement in ELL and SWD subgroups for both ELA and Math. Also, student performance data in Science has taken a significant decline.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our assessment data, the areas indicating the greatest need for improvement are the Students with Disabilities and the English Language Learner populations in both ELA & Math. Science achievement is another area in need of improvement.

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

Following the pandemic, this past school year 21-22, students have made learning gains in Reading and Math. Subgroup data indicates a stronger focus be made with our Students with Disabilities and English Language Learner populations in ELA and Math. New Actions implemented include: Tier 3 interventions with SWDs in addition to student's ESE resource services. Branching Minds will assist with addressing RtI and SWDs. Data Chats will be held between teachers and paraprofessionals specifically focused on the SWD and ELL students. The ELL tutor will push-in to classrooms and pull-out, as needed. Small group intensive reading and math instruction will continue, but a push-in model will be used using research-based resources and materials. Professional Development will be provided for teachers and paraprofessionals on effective instructional methods for the small group intensive instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas most improved are the ELA Achievement (an increase of 5%), ELA Learning Gains (an increase of 16%), ELA Lowest 25% Learning Gains (an increase of 24%), Math Achievement (an increase of 9%), Math Learning Gains (an increase of 33%) and Math Lowest 25% Learning Gains (an increase of 42%).

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

Actions taken in the 21-22 school year that improved student performance includes: small group pull-out for reading instruction using evidence-based strategies and resources, common grade level planning

using a backward design, and use of the Coaching model. A stronger emphasis was placed on the use of district provided math curriculum.

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

To accelerate learning, teachers and staff will take a deeper dive into the BEST standards, mapping curriculum for the year, use Progress Monitoring data to drive instruction, continuing with intensive small group instruction (Bobcat Breakouts 30 minutes/day) inside the classroom, use of evidence based materials, adding the RtI Specialist and Branching Minds with a concentration on Tier 3 students, Imagine Learning usage with ELL students, Science standards support through STEAM (Science in our art program) & a hands-on science lab implementation in 5th grade. Administration will hold parent workshops and a book study. Establish student attendance goals & incentives.

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.

Professional Development:
Professional Support of BEST standards & District adopted curriculum (Heartland Education Consortium)
Mapping BEST Standards in grade level teams
Training on BEST Standards with alignment to instruction
Branching Minds
Progress Monitoring Reports
Data Chats on Early Release/PD Dates
Developing Weekly Assessments
Data Driven Instruction
Modeling high impact instructional strategies for small groups (Teachers & Paras)
Professional Learning Community Best Practices/Book Study
World Tour - Model Classroom Observations
Science Curriculum Mapping, Planning and Setting up Science Labs
Coaching Cycle
Designated Common Planning Times
Administrators-Parents monthly workshops

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

The following services will continue into the 23-24 school year:
Ongoing PD on high yield instructional strategies
Weekly feedback on planning and instruction
Ongoing support & modeling for classrooms and small groups
World Tour - Model Classroom Observations
Science Fair
Coaching Cycle
Professional Support by HEC's standards & curriculum experts
Professional Book Studies
PD opportunities outside of school
Develop potential leadership among the current faculty
Attend Recruitment Fairs to acquire new teachers
Clinical Ed training for intern teaching
Attain training in Kagan strategies to improve student engagement

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 21-22 student data in the following subgroups has a critical need for improvement: Students with Disabilities (SWD) ELA student achievement was 15%, Learning Gains were 21%, and Lowest 25% Learning Gains were 30%. This same year, the English Language Learner (ELL) student ELA achievement was 27% and the Learning Gains 36%. Looking at Math, SWD student's performance was 33%. The ELL population had 27% achievement in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is for the SWD student subgroup to increase the ELA Achievement from 15% to 42% (an increase of 27%). Another goal is for the ELL student subgroup to increase ELA Achievement from 27% to 42% (an increase of 15%). Math goals for the SWD subgroup include in a increase from 33% to 50% (an increase of 17%). The ELL subgroup will increase Math Achievement from 27% to 45% (an 18% increase).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST Progress Monitoring 1 and 2 data will be used to guide whole group and intensive small group instruction. Data chats will be held weekly in Professional Learning Communities to identify learning needs of specific students. Weekly instructional planning will include high impact learning strategies to target individual student needs. Conduct formative assessments weekly to evaluate progress towards the learning goals. Access Branching Minds data for RtI.
Person responsible for monitoring outcome:	Mary Sue Maddox (mmaddox@hardee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The use of John Hattie's research on high impact learning will guide instructional planning. In ELA, small group instruction through the Bobcat Breakout will include evidence based strategies such as: text-based evidence, oral and written response to text, higher order questioning and thinking processes, and strategic grouping of students based on individual academic needs. In Math, an increase will be made using: small group remedial instruction, hands-on learning methods, increasing of fact fluency, guiding the process of reciprocal teaching and real-world problem solving.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strategies implemented in ELA and Math lessons are proven research-based methods. Through John Hattie's research, evidence of a 0.40 effect size make the greatest impact on student achievement. The use of small group instruction will provide remediation of skills students have not mastered in their grade level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Through FSA school data and Progress Monitoring 1 & 2 students are targeted for specific learning needs.
2. Professional Development provided to train and assist teachers and paras on small group instruction & hands-on methods of instruction with HEC (Heartland Education Consortium) support.
3. Instructional planning in PLCs developed to meet academic needs of individual students
4. Periodic Data Chats will be held with a specific focus on identified students in subgroups and content areas.
5. Formative Assessments for instructional feedback.
6. Coaching Cycle and Classroom Modeling
7. Progress monitoring will be reviewed throughout the year which will provide data to design small group instruction and help determine student academic are of need.
8. Branching Minds data training and program use will assist with the multi-tiered approach.

Person Responsible   Mary Sue Maddox (mmaddox@hardee.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-22 Student Achievement data in Science fell to 30%. An emphasis is needed in content vocabulary, academic language and the scientific process.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal for Science Achievement is to increase from 30% to 50% (an increase of 20%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	NGSS Standards will be calendared for the school year. Standards planning and instruction will follow the standard's calendar with a focus on vocabulary, academic language and the scientific process. Monitoring of formative assessments will drive instruction through specific reviews and reteaching. A hands-on lab setting will provide students application of science concepts and experimentation through the scientific method. Administrators will conduct teacher observation and attend planning providing & documenting feedback. The Coach will provide models for instruction.
Person responsible for monitoring outcome:	Mary Sue Maddox (mmaddox@hardee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	For science instruction, use of the scientific method will guide students to test hypothesis for scientific outcomes. Retesting those hypothesis and discovering new findings will allow a greater understanding of the scientific world. A morning work routine focusing on the science standards is in place through Science Boot Camp reviews. Establishing STEM activities in the Art rotation (STEAM) for all grade levels broadens our reach with science concepts. We incorporate use of text evidence to test the scientific method ensuring students are practicing scientific thinking, along with a STEM Lab experiments to assist students in scientific experiences.
Rationale for Evidence-based Strategy: Explain the rationale for	Children need opportunities to conduct investigations and test hypothesis to discover how science works. Frequent exposure and use of science academic language will woven into weekly lessons and questioning. Daily opportunities for experimentation, scientific thinking builds a knowledge of the world around them. Hands-on labs and STEM activities help the student realize science.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Actions:
Map science curriculum for the year
Professional Development in the effective use of content vocabulary and academic language, along with training on the implementation of using the scientific method.
Instructional planning for lessons and for activities in the STEM lab.
Provide daily Boot Camp reviews
Conducting lab experiments based on the science focus for the week.
Formative assessments for review and remediation of concepts

Person Responsible   Cristy Bellfower (cbellflower@hardee.k12.fl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

At Wauchula Elementary School, we recognize the value of a positive culture & environment. We feel a positive school culture is built through the relationships that, we, as a staff create with our community members, students and families. The mission at WES is "Building learning partnerships with home, school, and community to ensure personal and academic excellence". We carry out our vision, "To provide our children with equal educational opportunities to inspire our students to become lifelong learners in a safe environment". At WES, we work to create an atmosphere of trust by inviting our parents into the school, getting to know our families beyond the school grounds and participating in events where our students are involved around the community. Meeting regularly with our School Advisory Council, together we review data, develop plans of action to advance the school's academic achievement, discuss the best course of action to solve problems creating solutions to benefit all stakeholders. Ways in which we carry out this

expectation are:

1. Open House- Prior to the first day of school for students, we open our doors for students, parents and community members to walk our campus in an effort to familiarize our stakeholders to the WES campus. Students and families are invited to the student's classroom to meet their teacher. This begins a strong relational foundation between school and our families.

2. Parent Conferences- During the first quarter of the school year, WES has set aside afternoons and evenings for teachers and parents to meet, discuss classroom expectations, student's baseline data, and establish a two-way communication for future conversations.

3. Parent Days/Nights- Throughout the year, events are planned where students, families, and the community are invited to attend. Some include: Title I Fall Parent Night, Grandparent's Day,

4. School-wide Campus Events- Kindergarten Grandparent's Day, Bobcat Mile Run, Family Walk-a-Thon, Top Cat Behavior Recognitions 4x yearly, Honor Roll Celebration 4x yearly, Honor Society Inductions, Veteran's Day Assembly with U. S. War Veterans, School Lunch Week, Battle of the Books, Homecoming Parade & AgFest.

5. Community Events- Main Street Wauchula School Kick-Off in the fall

6. SAC Meetings- The WES School Advisory Council includes stakeholder members reflective of the school demographics. This group meets quarterly to review and provide input on various topics relating to school improvements including: the School Improvement Plan, the Parent & Family Engagement Plan, survey results, & various school data.

7. Communication- WES utilizes various forms of communication: classroom and school newsletters, social media posts ,phone call-out system, parent nights & school events, digital signage and the local newspaper.

8. Student Clubs- WES provides for many clubs for students to participate based on student interest, as well as those that allow for growth and leadership. A few clubs we include are: Art, STEAM, Student Council, Sign Language, SSYR Book Clubs & Safety Patrol

9. End-of-Year Events- Awards Programs & Celebrations

10. Parent surveys

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

At Wauchula Elementary School, we recognize the value of a positive culture & environment. We feel a positive school culture is built through the relationships that, we, as a staff create with our community members, students and families. It is through this environment that we can have the greatest impact on student growth and achievement.

1. Students- The faculty & staff at WES incorporate the use of collaborative structures in an effort to build a strong sense of community on our campus.

2. Parents- We realize the relationships that we build with our parents bring the trust that is necessary for both school and home to work together to advance student progress and achievement. Meetings held throughout the year, provide an opportunity for the school to gain all stakeholder's input in decision making.

3. Community- WES makes every attempt to partner with the local community. We welcome members of various businesses and civic groups to be a part of our student advancement in school. The school provides opportunities for students to participate in community events to enrich their social experiences. We are grateful to have community sponsorships for school events and improvements throughout the school year.