

Hardee County Schools

North Wauchula Elementary School



2022-23 Schoolwide Improvement Plan

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North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north_wauchula

Demographics

Principal: Jessica Gray

Start Date for this Principal: 8/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (59%) 2017-18: C (49%)
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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www.hardee.k12.fl.us/north_wauchula

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	73%

School Grades History

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

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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

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
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 ongoing 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.
Roberts, Yesenia	Dean	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.
Heine, Jamie	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.
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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
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.
Idsardi, Sarah	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.

Demographic Information

Principal start date

Tuesday 8/1/2017, Jessica Gray

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.*

2

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.*

8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

517

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

1

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

1

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	89	97	79	89	82	81	0	0	0	0	0	0	0	517
Attendance below 90 percent	21	8	15	14	17	16	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	10	8	1	4	4	5	0	0	0	0	0	0	0	32
Course failure in Math	0	2	1	7	11	8	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	6	12	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	12	15	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	5	7	10	11	25	0	0	0	0	0	0	0	58

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	10	9	5	9	7	20	0	0	0	0	0	0	0	60

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	12	15	3	4	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Sunday 8/28/2022

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	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

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	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

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	59%	54%	56%				56%	56%	57%
ELA Learning Gains	65%						65%	56%	58%
ELA Lowest 25th Percentile	45%						62%	52%	53%
Math Achievement	62%	45%	50%				62%	71%	63%
Math Learning Gains	62%						63%	70%	62%
Math Lowest 25th Percentile	49%						56%	61%	51%
Science Achievement	51%	64%	59%				48%	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	58%	59%	-1%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-58%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-52%				

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	70%	69%	1%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	57%	73%	-16%	64%	-7%
Cohort Comparison		-70%				
05	2022					
	2019	54%	62%	-8%	60%	-6%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	42%	2%	53%	-9%
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	37	56		44	47						
ELL	33	43	27	30	29		25				
BLK	25	50		38							
HSP	59	67	42	62	63	46	51				
WHT	69	67		66	60		55				
FRL	53	63	45	55	61	48	42				

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	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				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	47	55	50	56	60	64	50				
ELL	48	59	61	46	55	61	38				
BLK	47	63		65	69						
HSP	51	60	61	58	62	53	43				
WHT	71	76		69	61		59				
FRL	53	60	56	58	56	48	41				

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	55
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	43
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	33
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	63
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	51
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?

The third grade (English Language Arts) ELA percent meeting high standards lagged compared to other grade levels; however, was above the district average at 49%. The state percent meeting high standards was 53%. This resulted in NWES being identified as a RAISE school. Both fourth and fifth grades surpassed the district and state averages in ELA percent meeting high standards, with the percent meeting high standards at 60% and 65% respectively.

The third Grade math percent meeting high standards lagged compared to other grade levels and the district average at 53%. The district and state percentage meeting high standards was 58%. Both fourth and fifth grades tied the district and passed state averages in math percent meeting high standards, with the percent meeting high standards at 59% and 68% respectively.

The English Language Learner (ELL) and Black/African American subgroups' data lags in comparison to other subgroups in 2022 according to the Federal Index data.

The percent meeting high standards for science in fifth grade was at a school record high of 51%, surpassing both the district and state average.

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

The data components in greatest need for improvement include the following:

- Third grade ELA percent meeting high standards in ELA and math
- Lowest quartile learning gains in ELA (45%)
- Lowest quartile math gains (49%)
- ESSA Federal Index Subgroups below 41% - Black/African American and ELL

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

Third graders, who missed foundational instruction in first grade, as well as lowest quartile, and the subgroups identified by the ESSA Federal Index are the students that still have unfinished learning and gaps from the shutdown, time of distance learning, and exclusions due to COVID-19.

Students from these subgroups will be prioritized for extended school day programs as well as extended school year. They will also be given prioritized seating in reading remediation groups provided by reading intervention teachers.

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

The percent meeting high standards in science increased from 32% to 51%, which was a school record. In ELA the school reached its record percent of students meeting high standards at 59% and tied the record learning gains at 65%, which was an increase from 45%.

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

Contributing Factors for Science:

- Dedicated time and space for daily science lab instruction at the fifth grade level
- Explicit instruction in science vocabulary
- Fair game standards addressed at assigned grade level, and retaught at the fifth grade level
- Study Island monthly challenges
- Study Island progress monitoring

Contributing Factors for ELA:

- Extended school day through the afterschool program for all grades
- Extended school year program for all grades
- Common time block for interventions for fifth graders, pushing in all resource staff and special area teachers, as well as ELL para as a resource
- Use of i-Ready Toolbox for interventions

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

- B.E.S.T. Standards-aligned instruction (explicit, systematic, scaffolded, differentiated, corrective feedback)
- AVID strategies
- Intentional selection of high yield strategies with 0.4 effect size or greater
- Targeted small group instruction
- Active student learning, including active use of technology
- Data-driven Instruction
- Higher order questioning
- Direct instruction
- Cooperative learning
- Peer tutoring
- Data analysis and response with an intensified focus on the ELL subgroup.

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
- AVID strategy professional development
- Professional Development, delivered whole staff and in PLCs, to improve inclusion practices
- Peer Observations
- Instructional technology training targeted for active learning and particularly for ELL students
- The Wild Card: 7 Steps to an Educator's Creative Breakthrough Book Study

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

- There will be continued attention to scheduling for SWDs, ELLs, and lowest quartile students to provide not only the greatest continuity of instruction, but also the most appropriate intensity of interventions.

- Data analysis and response with an intensified focus on identified ESSA subgroups.
- Priority seating for intervention groups, afterschool remediation, and extended school year for ESSA subgroups and lowest quartile students.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<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:</p> <p>K - 11% 1 - 18% 2 - 15%</p> <p>In intermediate grade levels the following percent of students scored below level 3 on the FSA-ELA:</p> <p>3 - 53% 4 - 41% 5 - 46%</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase the percentage of third graders meeting high standards on the 2023 Florida Assessment of Student Thinking (FAST) ELA to 50% or greater.</p> <p>Increase from 59% to 60% of 3rd through 5th grades combined, scoring three or higher on FAST ELA.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The following monitoring tools will be utilized in addition to classroom assessments in weekly Professional Learning Communities (PLCs) for collaborative planning, 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"> - i-Ready usage (monthly), i-Ready Progress Monitoring Results (fall and spring), i-Ready Diagnostic Results (Beginning, Middle, and End of Year) - Renaissance Accelerated Reader (mid-quarter and end of each quarter) and STAR and STAR Early Literacy Reports (Beginning, Middle, and End of Year) - Florida Assessment of Student Thinking (FAST) progress monitoring <p>Data analysis and response will focus on ESSA Subgroups, SWD, Migrant, and ELL student subgroups in addition to grade-level data.</p>
Person responsible for monitoring outcome:	<p>Jessica Gray (jgray@hardee.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>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 standards-aligned programs, as well as provide consistent data-driven small group instruction, and additional instruction through the NWES afterschool program.</p>
Rationale for Evidence-based Strategy:	<p>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 standards aligned instructional materials that will</p>

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

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

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.

Throughout the year professional development in Benchmarks for Excellent Student Thinking (BEST) ELA Standards and 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 Jamie Heine (jheine@hardee.k12.fl.us)

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

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)

Small group instruction (station teaching) will be utilized to differentiate instruction in mathematics to meet the needs of all subgroups.

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

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Though the percent of students meeting high standards nearly matched the previous school record in mathematics at 62%, only 49% of the students in the lowest quartile made required learning gains and only 45% of all 5th graders made learning gains.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of student cohort groups moving from third grade to fourth grade, and fourth grade to fifth grade will decrease the percent of students scoring below a three on the FAST end of year assessment indicating growth in mathematics for all students as well as lowest quartile (less than 32% 4th graders and less than 41% 5th graders).

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The following monitoring tools will be utilized in addition to classroom assessments in weekly Professional Learning Communities (PLCs) for collaborative planning, 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)
- Florida Assessment of Student Thinking (FAST) progress monitoring.
- Data analysis and response will focus on students in the lowest quartile, SWD, Migrant, and ELL student subgroups in addition to grade-level data.

Person responsible for monitoring outcome:

Jessica Gray (jgray@hardee.k12.fl.us)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

NWES will implement Advancement through Individual Determination (AVID) strategies with an effect size of 0.4 or greater in Mathematics, utilize evidence-based, standards aligned programs, as well as provide consistent data-driven small group instruction, and additional instruction through the NWES afterschool program.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

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, standards-aligned 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 STAR Math and i-Ready end of year diagnostics compared from prior grade level data will improve.

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.

Throughout the year professional development in BEST Mathematics Standards and 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 Jamie Heine (jheine@hardee.k12.fl.us)

GoMath! Florida will be utilized in all grades for core instruction, with components of Ready Florida BEST Mathematics 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. Grade-level incentive days in grades 3-5 will be utilized to encourage multiplication fluency.

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

Small group instruction (station teaching) will be utilized to differentiate instruction in mathematics to meet the needs of all subgroups.

Person Responsible Jessica Gray (jgray@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

According to the i-Ready reading diagnostic, the percentage of students who scored below grade level and are considered not on track to score a level 3 or above on the statewide assessment are as follows: 11% in kindergarten, 18% in first grade, and 15% in second grade. According to the i-Ready reading diagnostic, the area of focus for kindergarten is high-frequency words. The area of focus for first and second grade is vocabulary.

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

According to the 2021-2022 Florida State Assessment (FSA) in English language arts (ELA), the percentage of students who scored below a level 3 are as follows: 51% in third grade, 41% in fourth grade, and 46% in fifth grade. The area of focus according to i-Ready for grades third through fifth is vocabulary. According to FSA the area of focus for third grade is key ideas and details, with just an average of 47% of the points for that category earned. In fourth grade the area of focus is also key ideas and details with 55% of the points for that category earned. In fifth grade the area of focus is Text-Based Writing, with 59% of the points for that category earned and key ideas & details, as a secondary area of focus with 61% of the points for that category earned.

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)

Kindergarten - Increase the percentage of kindergarteners on track to pass the statewide ELA assessment from 89% to 90%.

First Grade - Increase the percentage of first graders on track to pass the statewide ELA assessment

from 80% to 82%.

Second Grade - Increase the percentage of second graders on track to pass the statewide ELA assessment from 85% to 86%.

Grades 3-5: Measureable Outcome(s)

Third Grade - Increase the percentage of third graders meeting high standards from 49% to 50% or greater on the 2023 Florida Assessment of Student Thinking (FAST) ELA.

Fourth Grade - Increase the percentage of fourth graders meeting high standards from 63% to 64% or greater on the 2023 FAST ELA.

Fifth Grade - Increase the percentage of fifth graders meeting high standards from 66% to 67% or greater on the 2023 FAST ELA.

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.

North Wauchula Elementary School's progress will be monitored in various ways throughout the year. This progress will be ongoing through weekly Professional Learning Communities (PLCs) with standards-aligned classroom assessments, data-driven monthly leadership meetings, and data-based chats with grade-level teachers during the beginning, middle, and end of the year. Grade level teachers will use monthly i-Ready lesson data, i-Ready progress monitoring (Fall and Spring), i-Ready diagnostic results (beginning, middle, and end of year), STAR Early Literacy, STAR Reading, Florida Assessment of Student Thinking (FAST) progress monitoring (beginning and middle of the year), Renaissance Accelerated Reader (mid-quarter and end of the quarter).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gray, Jessica , jgray@hardee.k12.fl.us

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. Â§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?

Houghton Mifflin Harcourt Into Reading serves as the core curriculum and its use is supported by Promising Evidence. Student data analysis and progress monitoring will determine the effectiveness of instruction being provided to students. Administrative instructional walkthroughs, teacher observations and weekly data reviews of common formative or summative assessments will help identify problems and improve the effectiveness of instruction. Houghton Mifflin Harcourt Into Reading Intervention Kit, iReady Teacher

Toolbox and small group instruction targeted to meet students' instructional needs will be used for interventions (Tier 2 - small group 3 times a week, Tier 3 - daily small group - no more than 5 students daily).

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?

Houghton Mifflin Harcourt Into Reading literacy curriculum provides students with the opportunity to improve language development through leveled texts, conceptual thinking, explicit instruction, and differentiated lessons that fully support the Response to Intervention process. Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's (FLDOE) approved instructional materials list.

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**

Instruction in each of the following areas will be provided to increase reading fluency and endurance of texts within the K-5 complexity band except where otherwise noted - Phonological Awareness (K-2), Phonics (K-2), High-Frequency Words (K-2) Vocabulary, Background Knowledge, Comprehension: Fiction and Non-Fiction, Skill Support and Volume of Reading. This instruction will be delivered in a 90 minute uninterrupted block. BEST ELA Standards professional development as well as i-Ready professional development will take place during preplanning and will be ongoing throughout the school year. The literacy coach will participate in a train-the-trainer multisensory reading interventions session and will provide training to instructional staff. The principal and literacy coach will collaborate to determine which teachers are not demonstrating adequate growth and will plan professional development for individuals to include side-by-side coaching, model classroom observations and providing mentor teachers. Formative and summative assessments will be utilized to monitor effectiveness of this step.

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For students identified as tier 2 or tier 3 according to the Hardee County School District Decision Making Tree from the 2022-2023 Reading Plan, the student profile in i-Ready will be utilized to provide targeted instruction for tier 2 interventions based on individual domain deficiency such as vocabulary and comprehension. 45 minutes of prescribed i-Ready Reading online instruction, print materials, and/or Houghton Mifflin Harcourt Into Reading will be utilized or other materials from the FLDOE approved instructional materials list. Tier 2 interventions will take place 3 times a week for 20+ minutes.

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For students identified as tier 3 according to the Hardee County School District Decision Making Tree from the 2022-2023 Reading Plan, the student profile in i-Ready will be utilized to provide targeted instruction for tier 3 interventions based on individual domain deficiency such as vocabulary and comprehension additional 30 minutes of small group (no more than five students) daily instruction will take place. Explicit and systematic instruction in the following area will be provided to increase reading fluency and endurance of texts within the K-5 grade complexity band: phonics, phonological awareness, word attack skills, word recognition, syntax, text structure, pace/expressions. This instruction will be prescriptive and targeted for specific skill development, provide repeated exposures, smaller chunks of text or content, guided and independent reading practice, skill development and practice integrated into all activities, and frequent monitoring.

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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.

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.

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 school culture and environment.

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.