

Hardee County Schools

Wauchula Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Wauchula Elementary School

400 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/wauchula_elementary

School Board Approval

This plan was approved by the Hardee County School Board on 10/26/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Maddox, Mary Sue	Principal	The Principal ensures teachers are provided the resources, training and support needed for teachers to provide a safe and engaging learning environment. The Principal partners with students, families and staff to create an environment of learning and trust.
Bellfower, Cristy	Assistant Principal	The Assistant Principal supports the vision of the school.
Bond, Chelsea	Teacher, K-12	As grade level leader in our 1st grade department, this teacher will serve on the leadership team providing information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members and leadership team to implement school-based decisions.
Tubbs, Amy	Teacher, K-12	As grade level leader in our 2nd grade department, this teacher will serve on the leadership team providing information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members and leadership team to implement school-based decisions.
Klein, Ashley	Teacher, K-12	As grade level leader in our 3rd grade department, this teacher will serve on the leadership team providing information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members and leadership team to implement school-based decisions.
Grantham, Alisha	Teacher, K-12	As grade level leader in our 4th grade department, this teacher will serve on the leadership team providing information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members and leadership team to implement school-based decisions.
Miranda, Jeannette	Teacher, K-12	As grade level leader in our 5th grade department, this teacher will serve on the leadership team providing information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members and leadership team to implement school-based decisions.
Aguilar, Ashley	Teacher, K-12	As grade level leader in our Kindergarten department, this teacher will serve on the leadership team providing information about core instruction, participate in the collection and analysis of data, and collaborate with grade level members and leadership team to implement school-based decisions.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are directly involved in decision making for school improvement. The school's leadership team, teachers from each grade level and department along with staff meet monthly to review school data, curriculum, assessments, and resources to provide input for the SIP. A SAC committee consisting of representatives of all of our school's demographic populations, meets in the fall where these parents, community and business leaders review schoolwide data and provide input for school improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Based on the 2022-2023 student progress monitoring data, STAR for K-2 and FAST for grades 3-5, an analysis is conducted to determine the areas for academic improvements. As monthly grade level assessments are measured and the Fall and Winter Progress Monitoring is completed, data from these assessment tools will be used for continued improvement in areas of need. Leadership teams will meet monthly to review current assessment data at each grade level, Rtl progress and make adjustments to the plan for school improvement.

Our 23-24 School Advisory Committee representing the school will meet quarterly to review student progress data making recommendations for school improvement. As school leadership teams, parent committees and administrators meet updates will be made and the SIP revised to ensure continuous improvement. As needed, adjustments made to the grade level academic focus calendar will directly impact how curriculum is used and making proper adaptations, strategies for instruction including professional learning for teachers and staff, and adjustments ongoing assessments for progress monitoring.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	33	36	30	27	22	29	0	0	0	177
One or more suspensions	4	0	4	2	5	8	0	0	0	23
Course failure in English Language Arts (ELA)	11	8	8	20	7	9	0	0	0	63
Course failure in Math	7	6	6	20	6	17	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	25	16	20	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	26	9	27	0	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	21	13	32	28	31	0	0	0	140

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	8	8	20	16	20	0	0	0	83

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	6	3	11	0	0	0	0	0	24
Students retained two or more times	0	0	0	6	2	2	0	0	0	10

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	17	12	16	13	10	0	0	0	88
One or more suspensions	2	3	0	0	3	10	0	0	0	18
Course failure in ELA	17	9	12	24	7	27	0	0	0	96
Course failure in Math	9	5	2	22	11	35	0	0	0	84
Level 1 on statewide ELA assessment	0	0	0	22	22	18	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	18	29	24	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	0	20	20	0	0	0	0	60

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	7	4	12	6	8	0	0	0	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	11	3	15	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	17	12	16	13	10	0	0	0	88
One or more suspensions	2	3	0	0	3	10	0	0	0	18
Course failure in ELA	17	9	12	24	7	27	0	0	0	96
Course failure in Math	9	5	2	22	11	35	0	0	0	84
Level 1 on statewide ELA assessment	0	0	0	22	22	18	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	18	29	24	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	0	20	20	0	0	0	0	60

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	7	4	12	6	8	0	0	0	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	11	3	15	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	46	53	55	54	56	50		
ELA Learning Gains				55			39		
ELA Lowest 25th Percentile				56			32		
Math Achievement*	69	58	59	59	45	50	50		
Math Learning Gains				59			26		
Math Lowest 25th Percentile				55			13		
Science Achievement*	45	37	54	30	64	59	39		
Social Studies Achievement*					64	64			
Middle School Acceleration					55	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	38	57	59	61			32		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	2
ELL	33	Yes	2	
AMI				
ASN				
BLK	58			
HSP	50			
MUL	60			
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	51			
HSP	53			
MUL				
PAC				
WHT	54			
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			69			45					38
SWD	26			35			0				3	
ELL	36			41			17				4	38
AMI												
ASN												
BLK	52			63							2	
HSP	51			64			39				5	36
MUL	55			64							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	63			77			56				4	
FRL	50			64			33				5	35

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	55	55	56	59	59	55	30					61
SWD	15	21	30	33	50							
ELL	27	36		27	41							61
AMI												
ASN												
BLK	59	71		55	53		18					
HSP	50	57	59	56	63	50	24					62
MUL												
PAC												
WHT	60	52	42	64	56	57	44					
FRL	48	54	59	52	55	50	24					59

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	50	39	32	50	26	13	39					32
SWD	11	29		30	31		29					
ELL	34	50		32	33		31					32
AMI												
ASN												
BLK	41	20		41	20		10					
HSP	39	33	26	42	24	15	31					28
MUL												
PAC												
WHT	68	53		62	28		58					
FRL	35	32	28	37	24	14	26					32

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	48%	3%	54%	-3%
04	2023 - Spring	60%	51%	9%	58%	2%
03	2023 - Spring	60%	47%	13%	50%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	53%	8%	59%	2%
04	2023 - Spring	84%	61%	23%	61%	23%
05	2023 - Spring	58%	61%	-3%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	35%	8%	51%	-8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on assessment data the areas of lowest performance are Students with Disabilities and English Language Learner populations in both ELA and Math. Science is another area in need of improvement.

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

Based on previous year's data, 21-22, the greatest declines noted in subgroups are: Students with Disabilities, SWD's decrease in ELA Learning Gains;

English Language Learners, ELL's decrease in ELA Achievement, ELA Learning Gains, and ELL Math Achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the most current 22-23 FAST data in grades 3-5, we find the following:

The greatest gap noted in the data components was found in grade 5 ELA Achievement Level. The school performed with 52% of 5th graders making the achievement level, and the state average being 55%.

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

Based on the most current 22-23 FAST data in grades 3-5, we find the following improvements: Students in grades 3 and grades 4 surpassed the state level achievement percentages in both, ELA and Math; Students in grade 5 surpassed the state level achievement percentages in Math. Actions the school took was a deeper dive into the Florida's BEST Standards, aligning curriculum with these standards, establishing a STEAM approach in art classes (K-5), intentionally using more hands-on in math lessons and conducting more science labs. This included specialty training and additional time provided for extended PLCs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Areas of concern are: student attendance including tardies to school, student behavior leading to lack of engagement in class, and parent support with school as a priority.

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

1. Student Engagement in rigorous and interactive lessons for ELA, Math and Science.
2. Intensive Small Group Instruction based on academic needs.
3. Maintain a Close Attendance Monitoring System.
4. Establish Academic Goal Setting by School, Grade Levels and Classrooms- Maintaining Administrative, Staff & Student Data Notebooks.
5. Increase use of the Scientific Process and Civics Standards incorporated through the ELA Block

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 21-22 data indicated the following subgroups having a critical need for improvement: Students with Disabilities (SWDs) ELA student achievement was 15%, Learning Gains 21% and the Lowest Quartile Learning Gains was 30%. This same year, the English Language Learners (ELLs) ELA student achievement was 27% and Learning Gains 36%. In Math, the SWD's student achievement 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.

The school's goal is for the SWD student subgroup to increase the ELA Achievement from 15% to 50% (an increase of 35%). Another goal is for the ELL student subgroup to increase ELA Achievement from 27% to 50 % (an increase of 23%). Math goals for the SWD subgroup include an increase from 33% to 60% (an increase of 27%). The goal for the ELL subgroup is to increase Math Achievement from 27% to 50% (an increase of 23%).

Monitoring:

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

Monitoring systems includes lesson planning and a data collection model for Teachers and Students (Data Notebooks). Data collections include: Weekly ELA and Math Standards Assessments; iReady usage and progress in ELA & Math; Progress Monitorings- PM1, PM2 & PM3; Attendance Monitoring.

Data Chats will be held between teacher and student weekly; between student, and parent throughout the year.

Classroom observation data will be collected and feedback provided to teachers including use of intensive small group instruction. Grade Level PLC meetings and documentation collected and reviewed with feedback provided.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

John Hattie's research on high impact strategies guides the instructional planning and goal setting through collective teacher efficacy in PLCs. Self-monitoring through data collection, ELA & Math goal setting, and immediate feedback all produce high impact results when managed regularly and ongoing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students can self monitor their academic growth and goal achievement (Hattie, 0.92 Effect Size). This allows students to set goals for self, reflect on successes and develop resilience to overcome challenges (Hattie, 0.68 Effect Size). Teacher provided feedback to students (Hattie, 0.70 Effect Size) assists students in recognizing misconceptions in their learning through periodic data chats.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers develop IPDP, with assistance of administrators and literacy coach, targeting a focus area of need. Time is scheduled for grade level PLCs to meet weekly for standards review and lesson planning. Administrators, teachers and students will maintain data notebooks updating weekly. Student-teacher data chats will be held weekly to review student data. Ongoing and frequent parent contacts are made for at-risk students. School-wide goals are set breaking down to grade level and classroom goals (FEATs). Data notebooks are updated weekly by teachers and students to monitor and provide feedback. Attendance monitoring by the Dean of Attendance, making parent contact, as needed, based on district's attendance policy. Continued use of Imagine Learning for the ELL student's language development.

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

By When: Ongoing weekly throughout the school year finalizing in May 2024.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 21-22 Student Achievement data in Science fell to 30%, The 22-23 data showed improvement for student achievement rising to 43%. An increased 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 student achievement from 43% to 55% (an increase 12%).

Monitoring:

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

The NGSS Science Standards will be calendared into the academic focus calendar for the 23-24 school year. In PLCs, standards planning and instruction will follow the academic focus calendar with an emphasis on vocabulary, academic language and the scientific process. Monitoring of formative assessments will drive instruction through reviews and reteaching. A hands-on lab will provide student application of science concepts and experimentation through the scientific method. Administrators will observe lesson plans, classroom instruction and attend planning sessions of PLCs providing feedback. A literacy and peer coaching model will be in place for all grade level teachers. A new Study Island lab is available for all grade level students.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

For science instruction K-5, the use of the scientific method guides students to test their hypothesis for scientific outcomes. Retesting these hypotheses and discovering new findings allows for greater understanding of the scientific world. A morning routine focused on science standards is in place using Science Boot Camp reviews. Established STEM activities in the Art classroom rotation (STEAM) for all grade levels broadens our reach with science concepts. Incorporating the use of text evidence in testing scientific methods ensures students are practicing scientific thinking. STEM lab experiments assist students in scientific experiences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Children need opportunities to conduct investigations and test hypothesis for scientific outcomes. Intensive study and frequent exposure to scientific vocabulary builds conceptual understanding. Daily opportunities for experimentation and scientific thinking builds a knowledge of the world around them. Hands-on labs and STEM activities helps the student realize science.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Grade level PLCs mapped out Science Standards for 23-24 school year. Trained teachers and the literacy coach conduct throughout the year professional learning in effective strategies for use of content vocabulary & academic language, along with implementation on using the scientific method. PLCs focus on planning of lessons and STEM activities supporting the NGSS science standards. Boot Camp reviews are completed daily during morning bell work time. Lab experiments are planned and conducted based on the science focus of the week. Teachers use formative assessments for review and remediation of concepts each week. Students update student data binders to track progress of science skills and standards graphing assessment data.

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

By When: Ongoing throughout the year through May 2024.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A positive culture and environment is necessary in recruiting and retaining high quality teachers. Research has proven that high quality teachers have a greater effect size on the needs of all students, including SWD and ELL students. A strong community support comprised of a School Advisory Council, our families and parents, and an active PTO encourage and support teachers and staff.

Measurable Outcome:

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

A School Advisory Council comprised of the demographic population of the school, meet quarterly (September, November, February, April) throughout the school year. Schoolwide parent events will be held one time each month providing parents with skills to help them support their child's education. Utilizing a PTO and their community resources monthly to provide positive recognitions of teachers and staff build a culture and environment of support and appreciation.

Monitoring:

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

For School Advisory Council, Parent Events, PTO, & Teachers and Staff, we will:

Create a schoolwide calendar of all events for parents, families and community members to provide input for school improvement, including building a positive school culture and environment. Collect community input, plan and implement approved suggestions. Collect sign-in sheets of participation. Develop and collect information from surveys requesting teacher and staff input determining the school climate and make necessary adjustments. Monitor the percentage of teachers and staff returning to work the next school year.

Person responsible for monitoring outcome:

Cristy Bellflower (cbellflower@hardee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

John Hattie's research shows us that a highly qualified teacher is the single most important factor impacting student achievement (Hattie, 0.90, Effect Size) Knowing this, the administration provides opportunities to continue the development of highly-qualified teachers, providing a variety of support systems. Parent Involvement in their child's education has an effect size of 0.50, Hattie.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Maintaining high quality teachers impacts student achievement through the implementation of high quality instruction. When parents are involved in: schoolwide decision-making, their student's education, and teacher and administrative meetings, they have a relationship with the active members of the school faculty. This leads to a stronger staff. Parents feel welcomed and feel they are a vital part of the school's function. These relationships lead to a positive school environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In the fall, the principal holds a schoolwide election of a School Advisory Council. SAC meets quarterly. Administration seeks input and approval for all school decisions. A Parent & Family Engagement Plan is developed. Dates are calendared throughout the year providing opportunities for parents to be involved in their child's education and to know they are a part of our school community. Special events and assemblies are calendared where our community and families can be a part. Family data nights are scheduled for parents to interact with their child to discuss their success and areas of concentration for greater academic growth. Parent-Teacher relationships are built stronger through these organized parent nights.

Parents and teachers meet to discuss the Parent-Student-Teacher Compact to discuss everyone's responsibility in the learning process.

We utilize high quality teachers to lead professional learning trainings in the areas of ELA, MATH and Science. Throughout the year, administration and PTO organize teacher recognitions to show appreciation for their commitment to student achievement.

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

By When: Ongoing through May 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Student subgroups: SWDs and ELLs receive additional targeted small group instruction by a certified teacher and trained paraprofessional. Additional educational resources include: Savvas Foundations, a research-based phonics program based in the Science of Reading, i-Ready, an intervention based prescriptive computer program, Study Island, a standards based reading, math & science interactive program, HMH Into Reading, a research-based standards driven reading series, Magnetic Reading, a supplemental research-based reading material, HMH Go Math, a research-based standards driven math series, Everglades Math, a standards driven supplemental math tool. Funding through grants will continue to provide extended day learning opportunities, as well as summer learning.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan is shared in various ways:

- Wauchula Elementary School's web page (<https://wes.hardee.k12.fl.us/>)
- Title I Parent Night in the fall.
- School Advisory Council (SAC) Meetings, quarterly, throughout the year
- PTO Meetings, bi-monthly
- School-wide Newsletter, quarterly
- Parent Events which focus on the plan's goals, quarterly throughout the school year.
- ELL Parent Meetings
- MTSS/Rtl Parent Meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build a positive school culture, WES hosts multiple school-wide events inviting families to the school. Some of these events include: Data Chat Nights, Grandparents Day, School Lunch Week, Honor Society Induction, Top Cat recognitions, Honors' Assemblies, Student Talent Shows, Title I Parent Nights, Walk-a-Thon, Field Trips, Veteran's Day, Holiday Activities, Main Street Tailgate community event. The school utilizes a Facebook page to spotlight classrooms, students, and activities occurring throughout the year. Remind is used to push out information to our families and staff.

Wauchula Elementary School's web page (<https://wes.hardee.k12.fl.us/>) remains up-to-date with a calendar of school information and activities. Students maintain Data Binders to monitor academic progress and is shared with their parents. FEATs (Fulfilling Expected Academic Targets) are tracked by individual students, classrooms, grade levels and schoolwide. A tracking system is in place to monitor and graph academic growth. The administrator's publish the Paw Print Newsletter spotlighting events, student successes, and parent tools throughout the year. The School Advisory Council meets quarterly throughout the year. This parent and community elected council reviews the School Improvement Plan, making adjustments to the plan throughout the school year, and discusses needs and concerns to be improved upon. Parent events include participation of community members, including, the local school board and the education foundation of our school district

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program, we work to build teacher capacity through professional learning. We identified lead teachers in academic areas where they excel, and provide them opportunities to facilitate trainings and have a great impact on their colleagues. We built high quality Professional Learning Communities based on teacher efficacy. Teachers meet, at a minimum, once each week in a Professional Learning Community where the entire grade level team reviews the standards of the calendared curriculum map, disseminates the current week's student and grade level data, and make academic decisions based on the findings. This determines the next week's academic focus. We have partnered experienced teachers with new teachers to build efficacy and capacity. School-wide activity, remediation, and enrichment schedules are built to minimize disruptions and provide a fluid transition for students to optimize learning time during the school day. We prioritize intensive small group instruction

to provide remediation and enrichment for students based on their needs indicated in data reviews. We have added an additional prescriptive computer lab for reading, math, and science. We utilize the literacy coach to mentor new teachers and provide support for veteran teachers through the coaching cycle. A Pre-K learning classroom was added this year to further build early learning skills to incoming Kindergartners. An extended day learning and summer learning are both established for further student learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

As a PreKindergarten through 5th grade elementary school, we work diligently to develop and carry out a program which targets all students based on their academic needs. We fully believe all students can have academic success. This is the goal and expectation at Wauchula Elementary School. Grade level teachers concentrate on student engagement of all students, at the rigor appropriate for the grade level they teach. Remediation, by the classroom teacher, and also, remediation and support pushed into the classroom by additional highly qualified remediation teachers, is data driven, providing academic support for each student. Enrichment activities are planned to help students excel academically. Research-based curriculum, resources and materials are provided for all classrooms. A school and district plan is in place to maintain student and staff safety, with an School Resource Officer present on campus daily. Students attend assemblies to help them understand self care and how to protect themselves from danger. Our school lunch program assists in nutritional education. Federal programs such as, Title I, Title II, Title III, Title IV, Title V, and Title IX all support our efforts through funding and resources. These projects help to pay for salaries, materials, programs and resources for school functioning.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

A school counselor serves Pre-K through 5th grade students with character education. The school counselor is available to meet with students at any time when a mental or social health need arises. District level mental health services are available based on need or recommendation. A Big Brothers, Big Sisters partnership has been established to mentor at risk students. Recover Hardee is in place to support families experiencing displacement from natural disasters.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Wauchula Elementary holds a career day to create interest in future careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Wauchula Elementary School utilizes the district's Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rti) in a three tiered system to determine needs and to provide interventions

for a student needing academic or behavioral support. FDLRS supports the school with resources used with our varying student population. Crisis Prevention, CPI training is provided to administrators and teachers to assist with student safety.

Our district maintains a Registered Behavior Technician, RBT partnership for students with extensive behavioral needs. Our Child Find helps the schools identify student needing special services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school's literacy coach partnering with the administrative team evaluates instructional needs and develops a professional learning plan to address these needs. Professional learning is determined based on classroom walk-thru data, student performance data, and teacher requested training. Professional learnings are held throughout the school year, based on the district wide calendar for inservice and trainings, preschool inservice days, and also through faculty meetings throughout the year. Heartland Education Consortium (HEC) offers professional training, as needed, for administrators, coaches, counselors, teachers and staff. This may include standards-based training, developing teaching strategies, managing PLCs, interpreting MTSS/RtI data, and topics on leadership standards. AIMS provides training and support for classroom structures and methods. CARD and FDLRS support the special needs classroom with proven methods and support. FIN provides direction for the inclusion model for learning. MTSS & Behavioral RtI is supported through the school district.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

This year our school established a VPK classroom for twenty students.

The school district runs a summer VPK each year for any student planning to enter kindergarten in the fall.

A district Child Find program assist in identifying students with special needs that would benefit from a pre-k early start to school. Our school invites local preschool program directors though a community partnerships for site visits.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No