

Hardee County Schools

North Wauchula Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north_wauchula

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.

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, 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
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 RtI Meetings, guides and monitors the RtI 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	Provides 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.
Bowes, Priscilla	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
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.
Flores, Kara	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.
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.
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.
Whaley, Stacie	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.

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.

The North Wauchula Elementary School (NWES) School Advisory Council (SAC) is made up of teachers, educational support professionals, parents, school administrators, and other members of the business community who meet quarterly. The SAC provides representation for the stakeholders, as well as an opportunity to participate in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of available school data. The SAC members assist in preparing and evaluating the School Improvement Plan (SIP), focus on and assist with recommendations concerning student achievement, provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and ensure that such expenditures

are consistent with the SIP. ESSA subgroups that are identified as performing below the federal threshold are identified for the SAC, along with plans for support and performance. The SAC provides input for support for the targeted ESSA subgroups, and reviews these supports and data quarterly.

The NWES Leadership Team engages in data disaggregation and school improvement planning for each accountability indicator beginning in June. ESSA subgroups that are performing below the federal threshold are identified and plans for support, interventions, and improvement are developed. Preliminary schoolwide goals and action steps are drafted during summer planning. Prior to the start of the school year grade-level professional learning communities (PLCs) then further disaggregate data for their assigned grade level as well as the data for the students rising to their grade level during school improvement planning. Adjustments are made to grade-level focus calendars based on the needs of the students and goals set during summer planning. Decisions are made regarding resources, assessments, and intervention strategies during this summer planning process. The NWES Leadership Team Meets monthly to monitor the progress of SIP implementation and student achievement. Grade-level PLCs meet on a weekly basis to disaggregate data, determine the effectiveness of interventions, and make adjustments as needed.

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))

Implementation of the SIP will be monitored through classroom walkthroughs, as well as through monitoring i-Ready reports, FAST Progress Monitoring Data, as well as through weekly classroom assessments. Common planning minutes will be used as a two-way communication tool between administration and PLCs, whereby staff may provide feedback and communicate needs. The leadership team will meet monthly to share and discuss data. Revisions of strategies will be made as needed based on the formative data collected throughout the school year. Parental and community input from federal programs surveys as well as from SAC members will be considered in determining the effectiveness of SIP implementation. The results of schoolwide assessments will be shared and discussed with the leadership team on a monthly basis.

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	73%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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 *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
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	9	32	29	29	25	25	0	0	0	149	
One or more suspensions	0	1	0	2	1	2	0	0	0	6	
Course failure in English Language Arts (ELA)	9	8	4	5	8	4	0	0	0	38	
Course failure in Math	6	2	2	3	8	5	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	2	16	20	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	0	2	12	0	0	0	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	4	11	14	12	13	0	0	0	61	

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	9	7	2	5	12	17	0	0	0	52

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	10	5	4	2	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	21	8	15	14	17	16	0	0	0	91	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	10	8	1	4	4	5	0	0	0	32	
Course failure in Math	0	2	1	7	11	8	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	4	6	12	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	4	12	15	0	0	0	31	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	10	11	25	0	0	0	58	

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	10	9	5	9	7	20	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	15	3	4	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	21	8	15	14	17	16	0	0	0	91	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	10	8	1	4	4	5	0	0	0	32	
Course failure in Math	0	2	1	7	11	8	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	4	6	12	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	4	12	15	0	0	0	31	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	10	11	25	0	0	0	58	

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	10	9	5	9	7	20	0	0	0	60

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	15	3	4	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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*	44	46	53	59	54	56	57		
ELA Learning Gains				65			45		
ELA Lowest 25th Percentile				45			47		
Math Achievement*	58	58	59	62	45	50	57		
Math Learning Gains				62			33		
Math Lowest 25th Percentile				49			11		
Science Achievement*	39	37	54	51	64	59	32		
Social Studies Achievement*					64	64			
Middle School Acceleration					55	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	46	57	59	43			33		

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	236
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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	99
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	23	Yes	1	1
ELL	37	Yes	2	
AMI				
ASN				
BLK	18	Yes	2	1
HSP	50			
MUL				
PAC				

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%
WHT	52			
FRL	42			

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	46			
ELL	33	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	54			
MUL				
PAC				
WHT	63			
FRL	51			

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	44			58			39					46
SWD	25			30			17				4	
ELL	22			44							3	46
AMI												
ASN												
BLK	18			18							2	
HSP	47			62			37				5	48

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
MUL												
PAC												
WHT	47			57			62				4	
FRL	40			54			28				5	41

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	59	65	45	62	62	49	51					43
SWD	37	56		44	47							
ELL	33	43	27	30	29		25					43
AMI												
ASN												
BLK	25	50		38								
HSP	59	67	42	62	63	46	51					40
MUL												
PAC												
WHT	69	67		66	60		55					
FRL	53	63	45	55	61	48	42					40

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	57	45	47	57	33	11	32					33
SWD	47	18		50	27		27					
ELL	36	50		47	42		36					33
AMI												
ASN												
BLK	23			31								
HSP	55	49	40	53	36	14	29					33
MUL												
PAC												
WHT	67	44		70	37		38					

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
FRL	49	44	43	53	33	17	33					38

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	46%	48%	-2%	54%	-8%
04	2023 - Spring	48%	51%	-3%	58%	-10%
03	2023 - Spring	47%	47%	0%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	53%	5%	59%	-1%
04	2023 - Spring	53%	61%	-8%	61%	-8%
05	2023 - Spring	61%	61%	0%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	35%	3%	51%	-13%

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.

The data component showing the lowest performance was the percent of fifth graders meeting high standards on the Florida Statewide Science Assessment (FSSA), with just 38% meeting high standards. This was a decline from the prior year, when 51% scored three or higher on the FSSA. Contributing to the low performance was a shift in focus to content area reading instruction, and decrease in hands-on learning activities. As a cohort group, the 2022-2023 fifth graders performed historically lower in reading proficiency than the prior 2023-2024 fifth grade class. Both a decrease in hands-on learning activities, and lower reading proficiency led to lower science achievement.

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

Fifth grade English Language Arts (ELA) showed the greatest decline from the prior year. 46% of fifth graders met proficiency standards according to the Florida Assessment of Student Thinking (FAST). The same group of learners scored 60% proficiency the prior year in fourth grade on the Florida Standards Assessment (FSA), and the prior fifth grade class scored 65% proficient in 2021-2022 on FSA ELA. A major factor that contributed to this decline included the limited time for English Language Arts instruction due to the departmentalization schedule being used to divide three classes between three teachers. Language arts tier one instruction was provided by the ELA classroom teacher for ninety minutes, per three classes. An additional class of high-performing students were not included in the departmentalization model.

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.

The greatest gap in performance compared to the state average was the percent meeting high standards in science on the FSSA. NWES science proficiency was reported at 38%, compared to the state percentage of 51%. Contributing factors to this gap included the need for dedicated time and space for daily science lab instruction at the fifth grade level; also, the need for fair game standards to be addressed at the assigned grade level, and retaught in fifth grade.

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

Third grade and fifth grade mathematics proficiency showed the most improvement, with proficiency increasing from 53% to 58% in third grade and from 59% to 71% in fifth grade. The use of consistent data-driven small group instruction and additional instruction through the NWES afterschool program contributed to this improvement.

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

Attendance is the top concern based on the Early Warning Systems data, with 149 students absent 10% or more days of school.

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

- 1 - Attendance
- 2 - Reading Proficiency (Including ESSA Targeted Subgroups Black and ELL)
- 3 - Science Proficiency
- 4 - Math Proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

According to the Early Warning Systems data, 149 NWES students missed 10% or more days of school during the 2022-2023 school year. Research shows that missing 10% of school days negatively affects a student's academic performance, and is known as chronic absence (attendanceworks.org).

Measurable Outcome:

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

The percent of students missing 10% or more days of school during the 2023-2024 school year will decrease from 29% to below 25%.

Monitoring:

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

Attendance will be monitored by the Attendance Team, which will meet monthly. Attendance will be examined to schedule notices needing to be sent, home visits, conferences, phone calls, and attendance awards earned.

Person responsible for monitoring outcome:

Yesenia Roberts (ybrown@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.)

Staff volunteers will serve as Elementary Success Mentors for students who have been chronically absent in the past.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students are more likely to attend school when they feel connected to caring adults who notice whether they show up. Caring adults can help students feel hope for a better future and help families secure support for addressing barriers to getting to school.

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.

Determine chronically absent students to target and recruit volunteers to serve as Elementary Success Mentors.

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

By When: October 25, 2023 - Best Practices Meeting Day

Train mentors and match with students.

Person Responsible: Megan Christian (mchristian@hardee.k12.fl.us)

By When: September 20, 2023 - Early Release Inservice Day

Provide ongoing support to mentors and monitor data

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

By When: Ongoing - attendance of mentees to be reviewed at least monthly.

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

NWES was identified as ATSI for the ESSA Subgroups - Black/African American and English Language Learners. Additionally, NWES 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%) in 2022.

According to i-Ready the following percentage of students in primary grades were reading below grade level:

K - 15%

1 - 17%

2 - 38%

In intermediate grade levels the following percent of students scored below level three on FAST - ELA:

3 - 47%

4 - 48%

5 - 46%

Measurable Outcome:

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

Increase the percentage of third, fourth, and fifth graders meeting high standards on the 2024 FAST-ELA to 50% or greater.

Monitoring:

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

The following monitoring tools will be utilized in addition to HMH Into Reading Weekly Assessments and Unit assessments in weekly Professional Learning Communities (PLCs) for collaborative planning.

monthly Leadership Team Meetings, and triannual data chats with administration:

- 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/Star Early Literacy Reports (Beginning, Middle, and End of Year)

- FAST Progress Monitoring

Data Analysis and response will focus on targeted ESSA Subgroups, in addition to grade level data.

Person responsible for monitoring outcome:

Jessica Gray (jgray@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.)

NWES will implement backwards design planning beginning with standards to identify measures of student learning, and evidence-based, standards-aligned programs while incorporating Advancement Via Individual Determination (AVID) strategies with an effect size of 0.4 or greater in English Language Arts, as well as provide consistent data-driven small group instruction, and additional instruction through the NWES afterschool program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Beginning with the end in mind, consistent, careful consideration of outcome measures, effect sizes for instructional strategies, and utilization of evidence-based programs will lead to high-quality standards-aligned instruction and increased student achievement. Utilizing data to drive small group instruction will enable teachers to provide effective interventions through NWES's multitiered system of supports. As a result, student performance on FAST ELA will improve.

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.

Throughout the year professional development in Backwards Design for 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)

By When: Ongoing - July 2023 through May 2024

HMH Into Reading will be utilized in all grades for core instruction with Magnetic Foundations (grades K-2), and Magnetic Reading (grades 3-5) and the i-Ready Toolbox being used for small group, differentiated instruction.

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

By When: Ongoing - August 2023 - May 2024

Heggerty Phonemic Awareness will be utilized in Kindergarten through first grade and Heggerty Bridge the Gap Intervention materials will be utilized in grades 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: Jamie Heine (jheine@hardee.k12.fl.us)

By When: October 2023

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

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

By When: Ongoing

Professional development for teaching the critical reading process skills emphasized in the Just Read Florida summer conference will be delivered beginning during preplanning and Best Practices sessions throughout the school year. Specific skills emphasized will include chunking, paraphrasing, and summarizing.

Person Responsible: Jamie Heine (jheine@hardee.k12.fl.us)

By When: August 2023 and at select Best Practices.

The inquiry component of the WICOR model, will be the focus of AVID professional development and specifically the use of Socratic Seminars, Philosophical Chairs, and Costa's Levels of Questioning.

Person Responsible: Jamie Heine (jheine@hardee.k12.fl.us)

By When: August 2023 and ongoing at Best Practices.

#3. -- Select below -- specifically relating to

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.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

No action steps were entered for this area of focus

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).

Beginning the 2023-2024 school year a secretary was added to the Education Support Professional staff at NWES. The role of this secretary will increase the ability of our leadership team to closely monitor attendance and strictly follow the district attendance policy. This decision was made at the annual personnel allocation meeting.

During summer leadership planning, PLC representatives from all grades and departments were involved in data disaggregation and determining what resources would be allocated to meet instructional needs. Star Early Literacy, Star Reading, Star Math, FAST, and i-Ready assessment results were examined on a schoolwide, as well as grade level data. The team then examined the performance of ESSA subgroups. It was determined that

a new supplemental reading foundational program based on the Science of Reading was needed. The decision was made to discontinue Saxon Phonics as the primary supplement to HMH Into Reading's phonics and foundations components. Magnetic Reading Foundations was selected to support foundational reading skills. Additionally, grade level collections of the Florida BEST Suggested Reads were purchased to support reading instruction, with class sets of select texts purchased as well.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Foundational skills are the building blocks of reading. The goal is to help students comprehend the texts they read. Students must develop proficiency with print concepts, phonological and phonemic awareness, phonics, and fluency skills, which will help them better understand texts. Foundational skills, with a systematic approach to phonics instruction, will be the center of professional development and will be prioritized in instructional time.

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

Critical reading process skills, specifically chunking, paraphrasing, and summarizing, will aid students who are shifting from learning to read to reading to learn. These critical skills will be the emphasis of reading professional development for intermediate teachers, as well as for core instruction and small group interventions.

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 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 Measurable Outcomes

Grade K performance will increase from 10% on grade level on the i-Ready Diagnostic AP1 to 85% on AP3

Grade 1 performance will increase from 13% on grade level on the i-Ready Diagnostic AP1 to 85% on AP3

Grade 2 performance will increase from 43% on grade level on the i-Ready Diagnostic AP1 to 60% on AP3

Grades 3-5 Measurable Outcomes

Grade 3 performance will increase from 47% (Prior Year) Level 3 or higher to at least 50% on FAST PM3.

Grade 4 performance will increase from 48% (Prior Year) Level 3 or higher to at least 50% on FAST PM3.

Grade 5 performance will increase from 46% (Prior Year) Level 3 or higher to at least 50% on FAST PM3.

Monitoring

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 impact student achievement outcomes.

North Wauchula Elementary's progress will be monitored in various ways throughout the year. Professional Learning Communities (PLCs) will monitor progress by utilizing standards-aligned classroom assessments on a weekly basis. The leadership team will have data-driven monthly meetings. Data-based chats with grade-level teams will take place along with extended instructional planning sessions following each FAST PM and i-Ready Diagnostic. PLCs, resource teachers, and administration will use 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, FAST progress monitoring (beginning and middle of the year), Renaissance Accelerated Reader (mid-quarter and end of the quarter) to monitor for desired outcomes. Adjustments to instructional pacing and plans for targeted small-group instruction will be made accordingly.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 reviews of common formative or summative assessments will help identify problems and improve the effectiveness of instruction. i-Ready Teacher Toolbox and Magnetic Reading will be utilized, as well as small group instruction targeted to meet students' instructional needs (tier 2 - small group three times a week, Tier 3 - daily small group - no more than five students).

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Houghton Mifflin Harcourt Into Reading literacy curriculum provides students with the opportunity to improved language development through leveled text, conceptual thinking, explicit instruction, and differentiated lessons that fully support the Response to Intervention process. Instructional materials adopted by the Hardee County School District are found on the Florida Department of Education's approved instructional materials list. Magnetic Reading Foundations "meets expectations" according to EdReports.

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-2 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 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 the effectiveness of this step.

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

For students identified as tier 2 or tier 3 according to the Hardee County School District Decision Making Tree from the 2023-2024 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 materials 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.

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

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, . An additional 30 minutes of small group (no more than five students) will take place daily. Explicit and systematic instruction in the following areas 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.

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 SIP is published on the NWES webpage at <https://www.hardee.k12.fl.us/o/nwe>.
At the Annual Title I Parent night an overview of the SIP is presented to families. The SAC is a representative group of stakeholders that are involved in the development of the SIP and monitor progress of its implementation. The SIP is also developed by the leadership team made up of

representatives of each PLC and they monitor its implementation. The SIP is provided to staff via email. Progress of the implementation is reported quarterly to both the SAC and to all stakeholders through the Wildcat Pride newsletter, which is published quarterly.

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))

The school's Family Engagement Plan may be accessed at <https://www.hardee.k12.fl.us/o/nwe>.

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.

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))

NWES has a robust afterschool and summer school program for all grades. Targeted ESSA subgroups are given priority invites to each of these programs. Summer programs provide both remediation and enrichment opportunities. On the activity rotation students have art, media, STEM, and physical education. Student organizations provide opportunities for enrichment and include: Battle of the Books, SSYRA Jr. Book Skirmish, Cheerleading, Chess Club, Chorus, Cool Cat TV (CCTV), National Elementary Honor Society, Odyssey of the Mind, Safety Patrol, Science Fair, Student Council, Suncoast Student Run Branch, and Sunshine State Young Reader Award Book Clubs. NWES has 1:1 Google Chromebook Access and Newline interactive boards in every classroom. All students have the opportunity to participate in coding and using robots. Further enrichment opportunities are provided through the Realizing Excellence through Advanced Academic Curriculum of Hardee (REACH) program for students demonstrating placement in a class for high performing students in need of enrichment and acceleration. A gifted education program is also provided for students who qualify.

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))

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: Title I, Part A, helps ensure that all students have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. The following are provided by this program: literacy coach (partial salary), resource teacher salaries, extended day/year programs, supplemental materials, digital subscriptions, technology, professional development activities, homeless student materials and backpacks, parent involvement resources, i-Ready for grades K-8, and AVID Elementary

Title I, Part C: Education of Migratory Children: provides school supplies for migrant students and a migrant advocate.

Title III, Part A: English Language Acquisition: Serves to improve the education of English language learners (ELLs) by assisting them in learning English and meeting the challenging and rigorous state academic content and student academic achievement standards. Title III, Part A provides Imagine Learning, materials, and Rosetta Stone

Title IV, Part A: Student Support and Academic Enrichment improves student academic achievement by providing all students with access to a well-rounded education; improving school conditions for student learning to support

safe and healthy students, and; improving the use of technology in order to advance digital literacy of all students. Title IV, Part A funds Odyssey of the Mind, STEM Labs, Summer Programs

Title V, Part B, Subpart 2: Rural and Low-Income Schools Program: The purpose of this program is to meet the unique needs of rural and low-income districts by providing resources and flexibility to supplement selected ESEA priorities. Challenges faced by these districts often include the lack of personnel and resources needed to compete effectively for Federal competitive grants and formula grant allocations in amounts too small to be effective in meeting their intended purpose.

These funds provide EDIS, Test item banks, NearPod, Teacher planning for school improvement, Data Analysis

and Remind, an application for district-wide parent communication.

Title IX, Part A, Homeless Education Program: The purpose of this program is to review and revise policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools. These funds provide backpacks, school supplies and a student case worker.

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))

Optional

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))

Optional

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).

Optional

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))

Optional

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))

Optional

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: -- Select below --:	\$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.

Yes