

North Wauchula Elementary School



2014-15 School Improvement Plan

North Wauchula Elementary School

1120 N FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/north_wauchula

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

84%

Alternative/ESE Center

No

Charter School

No

Minority

68%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

D

C

C

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

School Mission Statement:

"Building learning partnerships with the home, school, and community to ensure personal and academic success."

Provide the school's vision statement

School Vision Statement:

The vision of North Wauchula Elementary School (NWES) is that all school members are 'CHAMPS by Choice'. NWES teaches its students to choose to be CHAMPS (Courageous, Hard working, Awesome, Motivated, Positive, Successful) in order to achieve success in their academic and personal lives.

The Acronym "CHAMPS" Means:

Courageous, Hard working, Awesome, Motivated, Positive, Successful

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

To learn and develop insight into our students' cultures, the practices of the NWES Faculty and Staff include meeting with all parents within the first nine weeks of school. During that time, the teacher seeks to understand each family's culture, as well as to access knowledge of academic history and emotional/social needs. Baseline student data is also shared. Throughout the year, home visits to our student families, phone calls and emails are routinely made at which time cultural practices are better understood.

The goal at NWES is to maintain a welcoming environment for all stakeholders. Staff members understand that students must feel safe and that positive relationships are essential for significant learning to take place. Throughout the year, Kagan class-building structures are used as an additional means to build a cohesive family unit within the classroom. It is also a Best Practice to provide individual feedback on class work, and to have private conferences regularly with each student.

These elements, along with daily positive conversations and caring responses, assist in strengthening the teacher/student relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school's student expectations are summed up in the '5 P's'. The students at NWES strive to be Prompt, Prepared, Polite, Productive and Positive. All classrooms set the same expectations throughout the school. This common language is shared by all students and staff members. This expectation is supported through student recognitions such as Golden Tickets and Cool Cat nominations. The systematic use of the '5P's' by students and faculty creates a safe and respected environment for students. Student and Faculty Staff members are assigned posts before, during and after school for the safety and well-being of all students. A student club, Safety Patrol, adds visual reminders and support while allowing students to serve as a part of a safe school environment. Classroom developed mission statements often reflect and support a safe environment.

The physical building remains locked during the school day. All visitors check in at the front office to gain permitted access to the campus. Every faculty and staff member displays a school provided

identification badge. Schedules are followed for fire, hazardous weather, and intrusion drills. The staff handbook includes Core Values which include various statements regarding respect towards staff, students and their families.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The schoolwide behavioral systems includes the '5 P's'. The students at NWES strive to be Prompt, Prepared, Polite, Productive and Positive. All classrooms set the same expectations throughout the school following the '5 P's'. These expectations are found posted in every classroom and in the Parent/Student Handbook. Each classroom teacher has the liberty to implement both positive rewards and negative consequences within their classrooms in support of the behavioral system. During the initial parent-teacher conference this behavior plan is reviewed. As students are referred to the office for administrative support of the behavior plan, the common language of the '5 P's' is followed. Parent contacts are made as follow-ups to any office referral submitted. The District Code of Conduct is followed as needed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of students are being met by providing services through a school counselor and a school psychologist. Individual and group counseling is scheduled as needed. The counselor provides classroom lessons on health of the mind, body and soul. Students with emotional and/or behavior disorders receive a Behavioral Intervention Plan (BIP). This plan is utilized by all school personnel and individual student families. There are many third party agencies that we maintain relationships with for the health and well-being of our students and families.

Towards the end of October, after the baseline data is available, the principal, school counselor, and each teacher meet for a Principal-Teacher Meeting (PTM). During this data-informed meeting, they discuss each child's current needs and progress.

Additionally, the school, in conjunction with the Hardee County Ministerial Association, provides Kid Packs, weekend take home packs of food, which are provided for pre-identified students of need. Migrant and homeless children receive special services through federal programs, which are delivered through the school setting. The school district provides other pupil services, delivered at the school level, such as after-school programs and the iReady computer assisted program. Further, clubs, such as chorus, allow children to express themselves in a group setting.

The principal keeps anecdotal notes on all students which aid staff in better understanding students to more appropriately meet the social-emotional needs of students. Rather than being focused solely on academics, the staff at NWES is interested in enriching students as total beings. Through caring body-language, time spent with children, and non-verbal communication students feel emotionally and socially secure

Faculty and staff are responsive to requests for parent meetings and incorporate parent concerns in an triangulated approach to meet student needs. Finally, the cooperative-learning training received by the school's teachers, provided by Kagan, focuses on equity in learning as it is designed to allow children to participate in equal amounts and requires their coaching and praising of their classmates.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

There are several ways that North Wauchula Elementary School (NWES) builds positive relationships with families, which increases parental and student involvement and keeps parents abreast of their child's progress. NWES will develop and carry out four general Core Curriculum parent nights for all students and parents. NWES will provide differentiated parent trainings scheduled at various times in order to target individual academic student needs.

It is the understanding of the staff at North Wauchula Elementary School that the development of strong, positive relationships among our parents, students and staff is the foundation for all students' preparation to learn. Each teacher is asked to meet with all parents/guardians during the first nine weeks of school. During this meeting, it is the goal to communicate student academic information, such as baseline data gathered particularly in the areas of Reading and Mathematics. 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 Compact is also signed during this meeting. This document formalizes the commitment between home and school.

Parent Nights are hosted by the school many times throughout the school year. The initial parent contact occurs the Friday prior to the students' first day of school. During this Meet-Your-Teacher event, bilingual employees are stationed throughout the campus in order to assist our non-English speaking families. Three weeks into the school year, NWES hosts the Title I/Open House Parent Night. During the Title I portion, the information is also presented via a translator. Throughout the school year during parent events or parent conferences, translations are provided.

Another form of communication that is provided is the Principal's Pamphlet (a bi-monthly newsletter), as well as classroom newsletters. 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. Faculty and staff members living in our community provide representation of various students cultures. The school's vision and mission are enacted and shared through these events and communications.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by welcoming local businesses to work with the school in various ways. For example, Mosaic Four Corner Mines, the large local phosphate corporation which is this school's business partner, has provided various T-shirts for staff and students, luncheons for staff in the beginning and end of the school year, a large grant for the funding of a brand new playground, recognition and monetary incentives to students who give back to the community (Spirit Award), as well as sending engineers to judge the Science Fair. The Museum of Science and Industry shares their mobile science lab and allows children to board and do hands-on science activities. One of our teachers has organized a food drive which donated food to the Hardee Help Center. Once every one or two months, the Hardee County Education Committee, comprised of the school principals, deputy superintendent, superintendent and members of the business community, meets to discuss what local businesses can do to provide resources to help the school and student achievement. Mid Florida bank provides books for every kindergartner and also reads book with them. The local police, fire, EMT, post office, supermarkets and more have opened up their doors to the school and demonstrated activities found in books or offer students the ability to observe their profession.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nix, Tracey	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tracey Nix, Principal – Provides the vision and direction for the use of the data collected that will drive 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 on-going staff development, reviewing documentation of and the effectiveness of interventions and teaching strategies being applied, and seeing that appropriate communications between the parents and school are taking place.

Mary Sue Maddox, Assistant Principal – 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 ensuring that appropriate communications

between the parents and school are taking place.

Rebecca Carlton, Literacy Coach – Develops, leads and evaluates core content standards and programs; identifies and analyzes existing literature on research-based curriculum, assessments, and assists in the design and implementation of progress monitoring, data collection, and data analysis for those children; 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.

Krystin Chapman, School Counselor – Gathers data from teachers, creates graphs, schedules the MTSS meetings, guides and monitors the MTSS process, supports data collection, investigates other factors such as behavior and attendance, assists with staff development, assists with data interpretation, provides additional testing information, suggest strategies and modifications in present instruction delivery.

Regan Davenport - Exceptional Student Education Teacher – Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers to assist with interventions.

Pam Justice - Media Specialist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers to assist with interventions.

Alicia Jefferson, School Psychologist – Participates in the analysis and interpretation of the data, facilitates development of intervention plans, provides support for intervention and documentation, and provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

Sonya Rasmussen, Speech and Language Pathologist - Provides expertise to the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening instruments and the interpretation of the data gathered from them, and helps identify systemic patterns of student need with respect to language skills.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team, including Principal, Tracey Nix, Assistant Principal, Mary Sue Maddox, Literacy Coach, Rebecca Carlton, and School Counselor, Krystin Chapman, works together to identify and align resources to meet students' needs. In addition, the members of the school-based Multi-Tiered System of Support (MTSS) Leadership Team (Core MTSS Team) actively provide input into the planning process for school improvement. These teams assist with identifying goals based on the analysis of assessment data and with developing strategies to attain identified goals. The team members help develop tools used to collect and graph data showing progress toward goal attainment. The team provides data on students in the various levels of MTSS. The data includes academic, behavioral, or social/emotional needs. The team also assists in setting clear expectations for instruction and facilitates the development of a systematic approach to intervention for students in academic need.

The MTSS functions for the sole purpose of improving and maximizing student achievement. North Wauchula has four teams that are responsible for supporting Response to Intervention (RtI), for all students. The Core MTSS Team, Grade Level RtI Teams, Probing Team, and the Guidance Problem Solving (GPS) Team. The probing team meets monthly and tests each student in the RtI program with a reading maze. The data is then gathered and graphed. The Core RtI Team meets monthly to review the data that the probing team gathers. During this meeting the team also discusses and reviews student needs at the Tier II and Tier III levels. The Grade Level Teams then takes the information learned from the Core Team's monthly meeting back to individual grade-levels and discuss the results/progress of students. The GPS meets on as needed basis when students move

from Tier II to Tier III to discuss the progress of the child and the interventions that are currently in place.

Students who demonstrate outstanding academic achievement are considered for the enrichment program titled "REACH" which stands for Realizing Excellence through Advanced Academic Curriculum of Hardee. The purpose of such a classes is not to accelerate learning into the next grade level, but to delve more expansively into the standard curriculum for the grade level thus enhancing the students' learning. These differentiated learning opportunities assure that we align resources and personnel to meet the needs of all students and maximize student outcomes.

North Wauchula Elementary is a rural school that receives federal money due to the high number of students qualifying for Free and Reduced Lunch. The Title I, Part A money is used to provide academic intervention resources for teachers, funding for instructional training (minimum of two days), and student technology resources. Through Title I, Part C (Migrant) funds, the migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. These academic and support services enable migrant students to participate fully in the educational experience. Title II funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, mentoring bonuses, hiring bonuses, and a percentage of salaries for the NWE Literacy Coach, the District Resource Teacher, and the District Data Coach. The district Director of Curriculum also assists in providing guidance and support with the staff development process. Title I, Part A and Title II work together, combined with district monies, to fund a full-time Literacy Coach at North Wauchula. Title III supports the District Data Coach, Julie Farr, who works with the NWE Literacy Coach to present Professional Development that addresses the unique needs of ELL and/or immigrant students. The Literacy Coach and teachers at North Wauchula Elementary meet with the District Data Coach to conduct an intensive disaggregation of the available benchmark, CELLA, FAIR, and FCAT data. The Director of Federal Programs, Dr. Sherri Albritton, is the district's liaison for homeless students, and the Migrant Advocate, Debbie Reyna, is the school site contact for these students. The five percent of the migrant advocate's salary is paid with Title I funds to assist with this program. Title X funds provide services to homeless students such as advocacy, classroom materials, as well as making parent visits in order to provide information concerning school activities and to encourage parent involvement. The Supplemental Academic Instruction (SAI) funds are used to pay for a remedial teacher position and provide for extra duty for teachers to teach summer school. The School Breakfast Program provides nutritious breakfasts for all students at no cost. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition. National School Lunch Program funds nutritious lunches for paying students as well as for students on the free or reduced meal program. Healthy food supports achievement by providing nutrition to help students learn. The summer food services program provides no cost nutritious breakfasts and lunches to community children ages 18 and younger at designated school sites. Title VI will partially fund the District Data Coach, the Performance Matters data management program, and the District Benchmark Assessment Implementation. State Class Size Reduction funds provide salaries for a number of teachers at North Wauchula Elementary.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jacqueline Benitez	Parent
Laura Calvillo	Parent
Sheena Deemer	Parent
Samantha Edwards	Parent
Veronica Fibila	Parent
Jennifer Hay	Parent
Daphne Hays	Parent
Yuri Martinez	Parent
Tracey Nix	Principal
Ruben Salas	Education Support Employee
Maria Salazar	Parent
Maggie Santana	Teacher
Jennifer Shackelford	Teacher
Janice Williams	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the May, 2014 School Advisory Council (SAC) meeting, the administration reviewed the most current benchmark data with the SAC membership (in the absence of the 2014 FCAT 2.0 data). The progress made on the School Improvement goals for the 2013-2014 school year was discussed and evaluated. The 2013-2014 FCAT 2.0 data was reviewed at the initial 2014-2015 SAC meeting which was held on September 16, 2014. The Spring, 2014 FCAT 2.0 data was compared to the Spring, 2013 data. Significant growth was noted in all graded areas with the exception of 4th grade writing. The council was given an opportunity to make comments on and/or ask questions regarding the prior year's goal and data.

Development of this school improvement plan

During the May, 2014 School Advisory Council (SAC) meeting, the administration reviewed the most current data with the SAC membership, as well as discussed the progress made on the School Improvement goals for the 2013-2014 school year. Based on that information, the council discussed various potential SIP goals for the upcoming school year. Prior to the September 17, 2014 SAC meeting, several of the SAC members had direct input into the formation of the SIP goal for the 2014-2015 school year. After the School Improvement plan had had written with the assistance of the school's Leadership Team, its Curriculum Council and various members of the School Advisory Council, the principal, Tracey Nix, brought the proposed goal to the SAC membership on September 17, 2014. The goal, barriers, action plans and strategies were discussed in light of the final Annual Measurable Objectives (AMO) and FCAT 2.0 data for the Spring, 2014 FCAT 2.0 results. After the presentation and council input, the SAC unanimously voted to accept the 2014-2015 School Improvement Plan.

Preparation of the school's annual budget and plan

During the May 1, 2014 School Advisory Council (SAC) meeting, the administration reviewed the 2013-2014 School Improvement Plan goal. Based on the progress made on 2013-2104 goal, the SAC

discussed potential needs and goals for the coming year. Without the FCAT 2.0 data, no firm direction was decided upon. At the September 16, 2014 School Advisory Council meeting, the 2014-2015 North Wauchula Elementary schoolwide focuses and the Best Practices (as developed by the school's Leadership Team and Curriculum Council), along with the 2014-2015 SIP goal, barriers, action plans, and strategies (in which several of the SAC members provided direction and input) were brought before the council. Significant discussion took place regarding the professional development that would be needed in order to accomplish the desired outcomes. The SAC formulated a framework in which they unanimously agreed on the areas in which the monies under their care would be expended. With a desire to undergird the schoolwide focuses and the SIP goal and with an understanding of the professional development that will be needed, the membership agreed to invest a portion of the Parent Involvement expenditures to include staff workshops and/or conference registration fees, coverage for substitutes, per diem and lodging as needed.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council (SAC) voted to use the Parent Involvement monies in the following manner:

- a. Student incentives and/or performance rewards;
- b. School-wide programs and/or assemblies;
- c. Teacher and staff development workshops and/or conferences (to include substitute teacher, registration, per diem and/or travel);
- d. Books and materials for parent trainings and/or book studies;
- e. AR books, classroom libraries and/or professional books for teachers.;
- f. Materials and/or books for summer student packets.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nix, Tracey	Principal
Maddox, Mary Sue	Assistant Principal
Carlton, Rebecca	Instructional Coach
Chapman, Kristen	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) includes the principal, assistant principal, literacy coach, school counselor, as well as the chairperson(s) from each grade level. This team collaborates with teachers to analyze and determine the research-based strategies to be used. The LLT also discusses topics such as effective and rigorous instruction, engaging practices for students, higher order questioning/ thinking strategies, and available research-based resources all with the focus of increasing student achievement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The staff motto that North Wauchula Elementary School has adopted for this school year is, "Be the change you want to see". The essence of this statement reflects the desire for each teacher to be a part of establishing a positive collaborative teaching relationship. The administration diligently finds highly effective professionals to fill vacant positions, and provides the necessary supports to develop, equip and maintain effective instructors. Opportunities are provided for teachers to view highly effective modeled teaching strategies. A common planning time is designed within each school day providing teachers with collaborative opportunities to share individual strengths and instructional methods within a guided planning structure. Grade chair leadership is selected to develop a solid well performing grade level unit. Training for unpacking the new Florida Standards and use of the Hardee County Pacing Guide is provided for teachers to effectively plan lessons collaboratively using grade level standards. A common school philosophy, common academic language, and variety of teaching tools (Kagan, Thinking Maps, etc..) encourage collaboration among faculty. A fellowship is provided as a preface to all Best Practice trainings. All measures are designed to encourage a positive collaboration among faculty and staff.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Each number below describes the school's strategies to recruit, develop and retain highly qualified and certified effective teachers. Additionally listed is the name of the person overseeing this.

1. Principal Tracey Nix reviews and responds appropriately to resumes provided by the Director of Personnel for the district for the purpose of high quality recruitment.
2. Recruitment of highly qualified teachers by Principal Tracey Nix and Assistant Principal Mary Sue Maddox occurs during the local Teach-In Fairs.
3. Principal Tracey Nix views potential teaching candidates are viewed at the internet website <http://www.teachinflorida.com/>
4. The development of new teachers is a primary focus for the administrative staff. The Literacy Coach, Rebecca Carlton, provides mentorship and support through weekly and then monthly meetings, as well as through timely workshops with teachers on the elements to be mastered to be able to do their job well.
5. Teacher retention is focused on through the school culture of shared leadership. These responsibilities are performed by Principal Tracey Nix, Principal Assistant Mary Sue Maddox, Literacy Coach Rebecca Carlton, grade level chairpersons, and all school staff members.
6. Teacher retention is a focus at the district level through the Beginning Teacher Connections program, overseen by District Resource Teacher, Jan McKibben.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Literacy Coach, Rebecca Carlton, serves as the mentor for teachers new to North Wauchula Elementary. Mrs. Carlton is a highly qualified coach who has obtained her Masters in Elementary Education and is additionally certified in Reading (Grades K-12) and ESOL endorsed . Her mentoring responsibilities are the teachers new to NWES: Ms. Poreda, Mrs. Garcia, Mrs. Shafheimer, Mr. Harden, Mrs. Brock, Ms. Kramer, and Mrs. Hale. Literacy Coach Carlton meets with these individuals on a monthly basis to review school events, procedures and requirements. The coach also follows the coaching model of holding pre-conferences, in-class observations, and a follow-up reflection time after observations. In addition, she spends time modeling in the classrooms of new teachers and assists with any procedural or instructional needs that occur. Further, these teachers receive assistance from their

respective grade level chairpersons, and are mentored throughout the year by the District Resource Teacher, Jan McKibben.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core instructional programs and materials are aligned to Florida Standards. During the Spring of 2014, a district wide leadership committee composed of highly qualified teacher-leaders in the areas of ELA and Math from all elementary school sites, developed an academic pacing guides. The creation of these pacing guides required the committee to analyze and prioritize each Florida Standard, outlining a pace for mastery of these standards. Grade teams collaboratively plan using the pacing guide and the Florida Standards. Resources (textbooks, computer programs, Guided Reading texts, CPalms, etc.) are selected which effectively facilitate the teaching of these standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

A variety of data is collected on individual students including: Spring 2014 Florida Comprehensive Assessment Test (FCAT 2.0) data in reading and math for fourth and fifth grade students; benchmark data throughout the year using iReady for both Reading and Math; Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for Fluency; Standardized Test for the Assessment of Reading (STAR) to monitor reading vocabulary and comprehension; Florida Assessment for Instruction in Reading (FAIR) for alphabetics, oral language, word recognition, vocabulary knowledge, reading comprehension, syntactic knowledge; Florida Kindergarten Readiness Screener (FLKRS) for Kindergarten readiness.

For fifth grade students, FCAT 2.0, STAR, and iReady data were analyzed to determine appropriate placement data is for the homogeneous placement for reading and mathematics within the departmentalized model. In all other subject matter, students are heterogeneously placed using this data. At the fourth grade level, classroom placement of students is balanced using this FCAT 2.0 data. At both levels this data is used as one tool when considering Response to Intervention (RtI) Tier II and RtI Tier III designation. FCAT 2.0 is also used when scheduling students for Reading Remediation pull-out services.

Schoolwide, the computerized program, i-Ready, is used as a diagnostic and instructional tool for Kindergarten through fifth grade students. Progress monitoring will be conducted with all learners every 28 days. Students who scored a Level 1 or Level 2 on FCAT or students who are in the RtI process will take the iReady diagnostic as a progress monitoring measure every three months. Data gathered from the iReady diagnostics is used to form skill-based guided reading and/or guided math groups. Differentiated learner groups are constructed to meet the varying needs of students in each classroom.

This same data is used to identify students who demonstrate outstanding academic achievement. Each grade level has one class set aside to meet the needs of students who demonstrate academic excellence. The REACH program delves more expansively into the standard curriculum for the grade level thus enhancing the students' learning. These differentiated learning opportunities assure that we align resources and personnel to meet the needs of all students and maximize student outcomes. In addition, all data is used when developing Individual Education Plans (IEPs), and interventions in a 504 Plan. Exceptional Student Education (ESE) Inclusion and pull-out instructional staff members,

teachers and Educational Support Personnel (ESP) use this data to individualize academic instruction which are enumerated in the IEP goals. These types of modified instruction helps students that have difficulty attaining proficient levels on state assessments.

Other diagnostic tools help to guide instruction as well. Data gathered from DIBELS fluency probes helps guide teachers instruction in fluency. Primary classroom teachers conducted probes bi-weekly while intermediate probes are conducted at progress report and report card times. Intermediate students who perform below the expected number of words correct per minute (wcpm) are assessed more frequently to monitor progress. STAR measures progress in vocabulary and comprehension. It is given quarterly and more frequently for students not meeting grade level expectation.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,150

Third through fifth grade students who have the identification of current English Language Learners (ELL) or migrant students, students who scored a Level 1 or Level 2 on the Spring, 2014 FCAT 2.0, or students who are in third grade and scored a 35% or below on the 2014 Benchmark 1, will be afforded the opportunity to attend the after-school program. The program will target the academic areas of Reading and Mathematics to student in the forementioned subgroups. The after-school program will be organized into two instructional sessions. Session one will occur in the fall and will run for 75 minutes two days a week for a total of 18 days or 1,350 minutes. The second session will begin mid-January and will continue until just prior to the Florida Standard Assessment for a total of 24 days with 75 minutes per day totally 1,800 minutes. Additionally, students who scored at level 3 on the Spring, 2014 FCAT 2.0 or whose Benchmark 1 score fell between 36%-65% will have the opportunity to work in the computer labs according to their area of need on either the Reading or Math iReady programs.

Strategy Rationale

The students in the after-school program will be served using research-based materials designed to meet the academic needs of each. Once in the after-school program, students' needs will be determined through the iReady computerized diagnostic reports. Some of the strategies that will be employed include: intensive, strategic guided approach to reading in small groups, computer-assisted instruction and focused skill lessons through the research-based materials. Students who scored at level 3 on the Spring, 2014 FCAT 2.0 or whose Benchmark 1 score fell between 36%-65% will work on the researched-based iReady computerized Reading or Math programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maddox, Mary Sue, mmaddox@hardee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be collected and analyzed after four days of instruction to determine the effectiveness of the strategy used for those receiving direct instruction. Data will be gathered through mini-assessments and computer-assisted instruction. The students using iReady as their after-school mode of instruction will be monitored on a daily basis.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

North Wauchula Elementary welcomes local Pre-K programs in the spring of each year to visit and become familiar with the transitional K-5 school surroundings. They tour the facility, participate in a Kindergarten-style lesson, and eat in the school cafeteria to orient those children to the lunch procedures of our K-5 school. Kindergarten teachers provide parent orientation at the East Coast Migrant and the Redlands Christian Migrant Association (RCMA) campuses annually to review readiness skills, curriculum, and registration requirements. The school sends letters home to parents about the VPK (Voluntary Pre-K) and encourages all parents of pre-kindergarten students who will be attending North Wauchula Elementary to participate. Kindergarten Round-Up is traditionally scheduled in the spring of each school year. Kindergarten teachers are in attendance for the purpose of meeting the incoming kindergarten students and conducting activities with the incoming families. As students register for Kindergarten, they are given the Kindergarten Pre-assessment in order to develop more balanced Kindergarten classrooms and to assist teachers in determining specific learning needs as early as possible.

In the month of May, administration and staff from Hardee Junior High School come to NWES to administer a placement test which is used in conjunction with FCAT scores to determine the children's middle school placement. Around this time, the Avid team interviews outgoing 5th graders to see which students would be ideal for their program: they seek average students who lack support and provide that support to make them above average. Additionally, in May, NWES students receive an orientation which takes place at the Junior High where they are oriented to the campus and what their sixth grade school year will look like.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** N.W.E.S. will strategically and purposefully focus on the process of planning effective instructional methods and use diagnostic assessments of student performance to provide the highest level of teaching pedagogy to strengthen the core instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. N.W.E.S. will strategically and purposefully focus on the process of planning effective instructional methods and use diagnostic assessments of student performance to provide the highest level of teaching pedagogy to strengthen the core instruction. 1a

G040563

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- The resources include: Professional Development on Kagan Cooperative Learning strategies; Writing in the content area through the use of journals; Best practices and modeling of higher order thinking/questioning and complex text; IReady Diagnostic and Instructional student computer programs in Reading and Math, as well as education for the staff in regarding the detailed reports available; Creating Strategic Readers, third edition, and Teach like a Champion staff book studies; and grade level collaboration and planning using research-based strategies.

Targeted Barriers to Achieving the Goal 3

- The ability to collaboratively plan effective instruction incorporating research-based methods such as cooperative structures, higher order questioning, and data analysis to facilitate rigorous instruction.
- The understanding and application of responsive teaching including how data drives ongoing instruction.

Plan to Monitor Progress Toward G1. 8

Progress monitoring; Instructional Performance Appraisals; VAM scores

Person Responsible

Tracey Nix

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Progress monitoring assessments; End-of-the-year iReady benchmark and/or FSA scores; Performance Appraisal outcomes.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. N.W.E.S. will strategically and purposefully focus on the process of planning effective instructional methods and use diagnostic assessments of student performance to provide the highest level of teaching pedagogy to strengthen the core instruction. **1**

 **G040563**

G1.B1 The ability to collaboratively plan effective instruction incorporating research-based methods such as cooperative structures, higher order questioning, and data analysis to facilitate rigorous instruction. **2**

 **B098158**

G1.B1.S1 Time will be provided for grade levels to review standards and student data in order to provide rigorous student engagement; Professional Development/Best Practices will be provided in order to further the understanding of Gradual Release, Cooperative Learning strategies, writing in response to academic learning, one-to-one instruction within a small group; and by the use of diagnostic assessment data to identify specific student academic needs, the teacher will monitor student progress through the RPM (Reading Progress Monitoring) Data Wall. **4**

 **S109439**

Strategy Rationale

Through the use of individual student assessment data, Florida Standards, and the District Pacing Guide, grade level teams will become skilled in the construction of plans that provide rigor as an instructional base with active student engagement.

Action Step 1 **5**

The process of planning effective instructional methods will be strengthened and skilled classroom instruction will assist as students strive to perform at the highest level.

Person Responsible

Rebecca Carlton

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Progress monitoring reports from the iReady and the STAR scale scores will be used to monitor student progress.

Action Step 2 5

Through the Gradual Release process and effective small group instruction, the teacher will provide experiences with rigorous text, higher order questioning, accountable talk through cooperative strategies, and student writing in response to various academic tasks.

Person Responsible

Rebecca Carlton

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Administrative walk-thru observations, evidence of small group instruction, subject matter journals, on-going classroom as well as progress monitoring data, and documentation within teacher lesson plans will demonstrate progress made in effective, rigorous instruction.

Action Step 3 5

Using formative and summative assessments, teachers will use diagnostic data to identify specific student academic needs to provide responsive teaching.

Person Responsible

Rebecca Carlton

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

The classroom teachers will maintain up-to-date data notebooks. Guided Reading and other differentiated small group organizational charts will display evidence over time showing that groups have been flexible and responsive to student needs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

A compilation of agendas from Best Practice meetings will be made available documenting that information of research-based Best Practices have been presented; the implementation of Google Docs school-wide has been established to provide organizational frameworks, needed research and/or documents, and the like to support and encourage professional growth; Schedule will be created as needed or requested for teachers to observe model classrooms; and the administration and Literacy Coach will monitor the regular use of progress monitoring tools such as iReady, STAR, FAIR and Performance Matters by classroom teachers

Person Responsible

Rebecca Carlton

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Best Practice meeting agendas; Schedules of observations and feedback; Reports generated from technology resources; increases in scores as noted on the progress monitoring tools.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The administration will monitor the research-based best practice strategies being applied assuring that it is being conducted in an authentic and integrated manner within the classroom. Teachers, with support from the Literacy Coach, will then analyze student data from various progress monitoring sources to assess the effectiveness of the application of the best practice strategies. Teacher-to-principal, teacher-to-parent, and teacher-to-student data chats will take place to communicate the progress made.

Person Responsible

Tracey Nix


Schedule

Weekly, from 9/2/2014 to 5/22/2015


Evidence of Completion

Participation in Professional Development opportunities; Observations of instructional performance within classrooms; Authentic student engagement and reflective data; Student writings across the content areas; and academic growth as measured by summative and formative assessments.

G1.B2 The understanding and application of responsive teaching including how data drives ongoing instruction. **2**

 B098159

G1.B2.S1 Professional Development will be provided during the collaborative planning process which will include the development of rigorous lessons across the curriculum using the Gradual Release Model, and establishing effective methods of transition within and across the curricula areas of the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards. **4**

 S109440

Strategy Rationale

Action Step 1 **5**

Monitoring the establishment of effective methods of transition within and across the curricula areas as presented in Teach Like a Champion by Doug Lemov

Person Responsible

Schedule

Evidence of Completion

Observations of smooth transitions and efficient use of time in the classroom

Action Step 2 **5**

To facilitate the modeling of collaborative planning including the development of rigorous lessons across the curriculum

Person Responsible

Schedule

Evidence of Completion

Observations of grade levels planning rigorous lessons across the curricula areas using effective transitional methods.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

A compilation of agendas from collaborative grade level meetings will be made available documenting that there were discussions regarding the development of rigorous lessons and effective methods of transitions across various curricula areas; Classroom walk-thrus will be conducted frequently by Administration verifying the application of the Professional Development.

Person Responsible

Schedule

Evidence of Completion

Grade level agendas; Reports generated from FASTe targeting the Performance Appraisal indicators.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers' classroom application of the Professional Development which emphasizes best practices will be an indicator of effectiveness. Increased time on task and authentic student engagement will demonstrate improvements of the transitional methods employed.

Person Responsible

Schedule

Evidence of Completion

FASTe reports; Maintain accountability to the grade level's Pacing Guide.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The process of planning effective instructional methods will be strengthened and skilled classroom instruction will assist as students strive to perform at the highest level.	Carlton, Rebecca	8/18/2014	Progress monitoring reports from the iReady and the STAR scale scores will be used to monitor student progress.	6/3/2015 daily
G1.B2.S1.A1	Monitoring the establishment of effective methods of transition within and across the curricula areas as presented in Teach Like a Champion by Doug Lemov		Observations of smooth transitions and efficient use of time in the classroom	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Through the Gradual Release process and effective small group instruction, the teacher will provide experiences with rigorous text, higher order questioning, accountable talk through cooperative strategies, and student writing in response to various academic tasks.	Carlton, Rebecca	8/18/2014	Administrative walk-thru observations, evidence of small group instruction, subject matter journals, on-going classroom as well as progress monitoring data, and documentation within teacher lesson plans will demonstrate progress made in effective, rigorous instruction.	6/3/2015 daily
G1.B2.S1.A2	To facilitate the modeling of collaborative planning including the development of rigorous lessons across the curriculum		Observations of grade levels planning rigorous lessons across the curricula areas using effective transitional methods.	one-time	
G1.B1.S1.A3	Using formative and summative assessments, teachers will use diagnostic data to identify specific student academic needs to provide responsive teaching.	Carlton, Rebecca	9/15/2014	The classroom teachers will maintain up-to-date data notebooks. Guided Reading and other differentiated small group organizational charts will display evidence over time showing that groups have been flexible and responsive to student needs.	6/3/2015 weekly
G1.MA1	Progress monitoring; Instructional Performance Appraisals; VAM scores	Nix, Tracey	8/25/2014	Progress monitoring assessments; End-of-the-year iReady benchmark and/or FSA scores; Performance Appraisal outcomes.	5/22/2015 weekly
G1.B1.S1.MA1	The administration will monitor the research-based best practice strategies being applied assuring that it is being conducted in an authentic and integrated manner within the classroom. Teachers, with support from the Literacy Coach, will then analyze student data from various progress monitoring sources to assess the effectiveness of the application of the best practice strategies. Teacher-to-principal, teacher-to-parent, and teacher-to-student data chats will take place to communicate the progress made.	Nix, Tracey	9/2/2014	Participation in Professional Development opportunities; Observations of instructional performance within classrooms; Authentic student engagement and reflective data; Student writings across the content areas; and academic growth as measured by summative and formative assessments.	5/22/2015 weekly
G1.B1.S1.MA1	A compilation of agendas from Best Practice meetings will be made available documenting that information of research-based Best Practices have been presented; the implementation of Google Docs school-wide has been established to provide organizational frameworks, needed research and/or documents, and the like to support and encourage professional growth; Schedule will be created as needed or requested for teachers to observe model classrooms; and the administration and Literacy Coach will monitor the regular use of progress monitoring tools such as iReady, STAR, FAIR and Performance Matters by classroom teachers	Carlton, Rebecca	8/18/2014	Best Practice meeting agendas; Schedules of observations and feedback; Reports generated from technology resources; increases in scores as noted on the progress monitoring tools.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Teachers' classroom application of the Professional Development which emphasizes best practices will be an indicator of effectiveness. Increased time on task and authentic student engagement will demonstrate improvements of the transitional methods employed.		FASTe reports; Maintain accountability to the grade level's Pacing Guide.	once	
G1.B2.S1.MA1	A compilation of agendas from collaborative grade level meetings will be made available documenting that there were discussions regarding the development of rigorous lessons and effective methods of transitions across various curricula areas; Classroom walk-thrus will be conducted frequently by Administration verifying the application of the Professional Development.		Grade level agendas; Reports generated from FASTe targeting the Performance Appraisal indicators.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. N.W.E.S. will strategically and purposefully focus on the process of planning effective instructional methods and use diagnostic assessments of student performance to provide the highest level of teaching pedagogy to strengthen the core instruction.

G1.B1 The ability to collaboratively plan effective instruction incorporating research-based methods such as cooperative structures, higher order questioning, and data analysis to facilitate rigorous instruction.

G1.B1.S1 Time will be provided for grade levels to review standards and student data in order to provide rigorous student engagement; Professional Development/Best Practices will be provided in order to further the understanding of Gradual Release, Cooperative Learning strategies, writing in response to academic learning, one-to-one instruction within a small group; and by the use of diagnostic assessment data to identify specific student academic needs, the teacher will monitor student progress through the RPM (Reading Progress Monitoring) Data Wall.

PD Opportunity 1

The process of planning effective instructional methods will be strengthened and skilled classroom instruction will assist as students strive to perform at the highest level.

Facilitator

Principal, Tracey Nix; Assistant Principal, Mary Sue Maddox; Literacy Coach, Rebecca Carlton; Title I Resource Teacher, Martha Weems; District DA Team; Kagan Cooperative Learning trainer; I-Ready trainer; Renaissance Learning trainer (AR and STAR).

Participants

NWE Instruction staff

Schedule

Daily, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Through the Gradual Release process and effective small group instruction, the teacher will provide experiences with rigorous text, higher order questioning, accountable talk through cooperative strategies, and student writing in response to various academic tasks.

Facilitator

Principal, Tracey Nix; Assistant Principal, Mary Sue Maddox; Literacy Coach, Rebecca Carlton; Title I Resource Teacher, Martha Weems; District DA Team; Kagan Cooperative Learning trainer; I-Ready trainer; Renaissance Learning trainer (AR and STAR).

Participants

North Wauchula Elementary (NWE) faculty and staff

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B2 The understanding and application of responsive teaching including how data drives ongoing instruction.

G1.B2.S1 Professional Development will be provided during the collaborative planning process which will include the development of rigorous lessons across the curriculum using the Gradual Release Model, and establishing effective methods of transition within and across the curricula areas of the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards.

PD Opportunity 1

Monitoring the establishment of effective methods of transition within and across the curricula areas as presented in Teach Like a Champion by Doug Lemov

Facilitator

Literacy Coach, Vickie Conerly

Participants

Instructional classroom staff

Schedule

PD Opportunity 2

To facilitate the modeling of collaborative planning including the development of rigorous lessons across the curriculum

Facilitator

Literacy Coach - Vickie Conerly

Participants

Grade level instructional staff

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: N.W.E.S. will strategically and purposefully focus on the process of planning effective instructional methods and use diagnostic assessments of student performance to provide the highest level of teaching pedagogy to strengthen the core instruction.	38,609
Grand Total	38,609

Goal 1: N.W.E.S. will strategically and purposefully focus on the process of planning effective instructional methods and use diagnostic assessments of student performance to provide the highest level of teaching pedagogy to strengthen the core instruction.

Description	Source	Total
B1.S1.A1 - Kagan Training: \$5998. [Trainer] \$ 229.8 [flight] \$1190. [supplies]	Title I Part A	7,418
B1.S1.A1 - AR/STAR Training: \$3,000.	Title I Part A	3,000
B1.S1.A2 - Approximately \$5,000. will be expended to operate an after-school program (two sessions: Session 1 = 18; Session 2 = 24 sessions. Both sessions will be held on Tuesday and Thursday from 2:00-3:30, and will have two classes of 4th & 5th grade FCAT 2.0 level 1 and 2 students, as well as migrant and ELL students, and one lab run (iReady) by a para for FCAT 2.0 Level 3 students.	Title I Part A	5,000
B1.S1.A2 - Materials for the After School Program will be approximately \$1200.	Title I Part A	1,200
B1.S1.A2 - Staff PLC - "Creating Strategic Readers" Edition 3, Valerie Ellery		1,401
B1.S1.A2 - Multiple copies of professional books small group PLCs - approximately \$1,500.	Title I Part A	1,500
B1.S1.A3 - 46 student computer are outdated and do not adequate support the programs necessary for student progress (i.e., iReady. I plan to order 23 student computers to begin to update the technology at NWES.	Title I Part A	19,090
Total Goal 1		38,609