

Hardee County Schools

North Wauchula Elementary School



2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for North Wauchula Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Empower and inspire all students for success.

b. Provide the school's vision statement

We provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens.

2. School Environment

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

North Wauchula Elementary allows parents to provide input in their child's teacher selection. Each year NWES hosts a "Meet Your Teacher" event that allows students and parents to meet their teacher prior to the start of school. During the first week of school teachers provide getting acquainted activities to get to know their students likes, dislikes, and interests. Additionally, a parent/teacher conference is held during the first nine weeks of school that gives parents an opportunity to provide valuable information about their child, including insight into the students' culture. 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. A compact, outlining the expectations of the student, teacher, and parent(s) is completed and signed during the parent/teacher conference. Throughout the year several parent events are held to maintain positive relationships between the school, students, and families. Home visits, 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 class environment. It is also a best practice to provide individual feedback on class work and to have individual conferences regularly with each student. These elements, along with daily positive conversations and caring responses, assist in strengthening the teacher/student relationships. A migrant advocate also facilitates correspondence between families and staff.

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

A comprehensive duty schedule is in place at North Wauchula Elementary School that provides all areas of the school to have a staff member to monitor and ensure student safety before, during, and after school. Staff members are assigned to assist in the bus drop off area and the car rider area each morning and afternoon. Additionally, student Safety Patrol members are assigned to assist with unloading and loading car riders each day. Staff members are encouraged to greet students as they arrive at school each day and to make a positive comment when students leave for the day.

Each classroom teacher develops his/her own classroom expectations, paired with a system of positive reinforcements and negative consequences. These expectations are taught during the first week of school and are reinforced throughout the school year. Additionally, students, as well as supervising staff, participated in grade level wide orientations for cafeteria, playground, and dismissal

procedures during the first week of school. These expectations are supported through student recognitions, such as PAWS Tickets ("Paws"itive Actions Will Succeed Tickets), Cool Cat Awards and PAW ("Paws"tively Awesome Workers) Awards.

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.

c. 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

A school wide behavior management system is in place at North Wauchula Elementary School. The student handbook outlines the expectations, policies, and rules for behavior and is provided to every student and parent in the NWES Welcome Packet.

Students are encouraged to follow the established guidelines. Incentive programs are in place to recognize good citizenship and reward good behavior. Teachers and staff award P.A.W.S. Tickets ("Paws"itive Actions Will Succeed Tickets) to students when they are doing an exceptional job of following the rules. Students then enter their tickets for a weekly drawing. When students are announced on the intercom, they are allowed to pick a prize from the treasure chest. Each nine weeks, teachers select three students from their class to receive the Cool Cat Award for outstanding citizenship. A school wide pep rally type celebration is held when the Cool Cat recipients are announced. Parents, grandparents, and significant adults in the child's life are invited to attend to the celebration.

Each classroom teacher implements class expectations paired with positive rewards and negative consequences within his/her classroom. During the initial parent-teacher conference, the classroom behavior plan is reviewed.

The District Code of Conduct is followed to ensure fairness and consistent consequences for rule infractions. Parent contacts are made as follow-up to any office referral submitted.

d. 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 are scheduled as needed. The counselor provides classroom lessons on topics as needed.

Students with emotional and/or behavior disorders receive a Behavioral Intervention Plan (BIP). This plan is utilized by all school personnel and the individual student's family.

The 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. She coordinates people and resources in the school, home, and community.

Migrant and homeless children receive special services through federal programs, which are delivered through the school setting.

Further, student organizations such as chorus, chess club, book clubs, etc. allow children to express themselves in a group setting. Rather than being focused solely on academics, the staff at NWES is focused on enriching students' learning experience.

Faculty and staff are responsive to requests for parent meetings and incorporate parent concerns in problem solving 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 teaches them to coach and praise their classmates.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

North Wauchula Elementary School has implemented a early warning system to identify at risk students. Individual student data is used to generate indicators of on-track status. When a student falls below the on-track threshold, parents are notified and a team of school staff assigns the student to an intervention designed to help the student improve his/her performance. Assistant Principal, Tamara Taylor-Camilo, monitors the attendance and suspension early warning data; Guidance Counselor, Megan Christian, monitors the course failures in ELA and math; and Principal, Jessica Gray, monitors the Level 1 performance on FSA ELA and math.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	25	18	15	21	19	12	0	0	0	0	0	0	0	110
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	13	17	13	27	13	10	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	13	9	12	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	3	3	7	5	3	0	0	0	0	0	0	0	28

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

Students whose absences are excessive (below 90%), or have five unexcused absences within a thirty day period are scheduled for an Attendance Improvement Plan meeting. The problem solving team for the meeting include the assistant principal, teacher, Youth and Family Alternatives representative, as well as parent(s). A contract for improvement is developed and monitored by the assistant principal.

Students who are suspended from school meet with the principal or assistant principal for a followup conference to prepare for re-entry into the classroom. Depending upon the frequency of suspensions or severity of the cause for suspension, the student may be referred to the MTSS committee to plan for interventions.

Students who receive failing grades in English language arts or mathematics receive tier two or tier three interventions. These students receive differentiated instruction through small groups, provided by the teacher or paraprofessional, beyond the required ninety minute reading block.

Students who are in the lowest quartile (including all level I students) are provided with small group intensive instruction by the reading remediation teacher or classroom teacher, a minimum of thirty minutes beyond the ninety minute reading block.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 children's progress. NWES carries out four parent nights for all students and parents.

It is the understanding of the staff at North Wauchula Elementary School that the development of strong, positive relationships between 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 involvement events are hosted by the school many times throughout the school year. The initial parent contact occurs 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. During the first nine weeks, NWES hosts the Annual Title I Meeting and Family Fun Night. During the Title I portion, the information is also presented via a translator. During the remainder of the event, families are involved in engaging content specific events (i.e. science, literacy, etc.). Throughout the school year during parent events or parent conferences, translations are provided.

Another form of communication is the Wildcat Press (a bi-monthly school-wide newsletter), as well as weekly classroom newsletters. The school maintains an active Facebook page, utilizes the InTouch phone message system, 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 comprises 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.

2. 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, our schools business partner is Mosaic Four Corner Mines, a large local phosphate corporation. They provide various incentives for staff and students, breakfast/luncheons for staff at the beginning and end of the school year, as well as sending engineers to judge the Science Fair. Monthly, 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 to improve student achievement. Mid Florida bank provides books for every kindergartner and also reads the book with them. The local police, fire, EMT, post office, supermarkets and more have opened up their doors to the school and have demonstrated activities found in books or have offered students the ability to observe their profession.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Gray, Jessica	Principal

b. Duties

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

Principal (Jessica Gray)- 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 on-going staff development, reviewing documentation of and the effectiveness of interventions and teaching strategies being applied; and sees that appropriate communications between the parents and school are taking place.

Assistant Principal (Tamara Taylor-Camilo)- 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.

Literacy Coach (Yesenia Brown) - 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.

Guidance Counselor (Megan Christian) - Gathers data from teachers, schedules and facilitates the Rtl meetings, guides and monitors the Rtl process, supports data collection, investigates other factors

such as behavior, attendance and health, assists with staff development, assists with data interpretation, provides additional testing information, and suggests strategies and modifications in instructional delivery.

School Psychologist (Alicia Jefferson) - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist (Laina Palmer) - Educates 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 measures; and helps identify systemic patterns of student need with respect to language skills.

General Education Teachers - 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.

2. 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, Jessica Gray, Assistant Principal, Tamara Taylor-Camilo, Literacy Coach, Yesenia Brown, and School Counselor, Megan Christian, and grade level chairpersons work together to identify and align resources to meet students' needs. This teams meets monthly to assist with identifying goals based on the analysis of assessment data and with developing strategies to attain identified goals.

The MTSS functions for the sole purpose of improving and maximizing student achievement. The MTSS team includes the guidance counselor, school psychologist, teacher and parents. Together they help respond to collected and graphed data showing progress towards goal attainment. The team reviews data on students in 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 and/or behavioral need.

North Wauchula has a team that is responsible for supporting Response to Intervention (RTI), for all students. The Core MTSS Problem Solving (PST) Team. The Core PST meets monthly to review data, problem solve, and discuss current practices. During this meeting the team also discusses and reviews student needs at the Tier II and Tier III levels. The Grade Level Teams then take the information learned from the Core Team's monthly meeting back to individual grade-levels and discuss the results/progress of students. The PST meets on an 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 enrichment. "REACH" stands for Realizing Excellence through Advanced Academic Curriculum of Hardee. The purpose of such a class 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 for "improving the academic achievement of the disadvantaged". These funds provide academic intervention resources and supplemental materials for students, funding for professional development activities, monies for Edviation (an online professional development site), salaries and materials for the extended day program, and student technology resources. It also contributes 25% of the Literacy Coach's salary, a percentage of the Certified Nursing Assistant (CNA) at the school site, and funds for Parent Involvement 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 English Language Learners (ELL) and/or migrant students. The Literacy Coach and teachers at North Wauchula Elementary meet with the District Data Coach to conduct an intensive dis-aggregation of the available i-Ready diagnostics, WIDA Access, and FSA data. The Director of Student Academic Services, Teresa Hall, is the district's liaison for homeless students, and the Migrant Advocate, Lori Belmares, is the school site contact for these students. Five percent of the migrant advocate's salary is paid with Title I funds to assist with this program. Title III also provides salaries and resources for an extended day program for Migrant and ELL students, and the computer subscriptions: English in a Flash and Rosetta Stone.

Title X funds provide services to homeless students such as advocacy, and 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 to provide for extra duty pay for teachers who teach summer school.

Through the Federal School and Breakfast Lunch program meals are provided for all students at no cost. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

Title VI will partially fund the District Data Coach, the Performance Matters data management program, and the District Benchmark Assessment Implementation.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stacy Baker	Parent
Jaqueline Benitez	Parent
Jose Camilo	Business/Community
Chantelle Garcia	Teacher
Jessica Gray	Principal
Tonya Grice	Education Support Employee
Epifania Guzman	Parent
Audra Hernandez	Parent
Penny Johnson	Parent
Liberty Lozano	Parent
Ashley Martinez	Parent
Jodi Oakes	Parent
Stephanie Perez	Parent
Maria Rivera	Parent
Nora Torres	Parent
Roxanna Torres	Parent
Maribel Visaraga	Parent
Stacie Whaley	Teacher
Janice Williams	Parent
Cristina Zamora	Parent
Megan Zahara	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the May 2017 School Advisory Council (SAC) meeting, the administration reviewed the most current data with the SAC membership (in the absence of the 2017 Florida Standard Assessment or FSA data). The progress made on the School Improvement goals for the 2016-2017 school year was discussed and evaluated. The 2017 FSA and Florida Statewide Science Assessment results were reviewed at the initial 2017-2018 SAC meeting, which was held on August 29, 2017. The council was given an opportunity to make comments on and/or ask questions regarding the prior year's goal and data. A second meeting is scheduled for November 14th to further discuss the current school year School Improvement Plan and beginning year data.

b. Development of this school improvement plan

During the May 2017 School Advisory Council (SAC) meeting, the administration reviewed the most current data with the SAC membership, as well as discussed the progress made towards the School Improvement goals for the 2016-2017 school year. During the August 29, 2017 SAC meeting, data from the 2016-2017 school year was presented. Members of the council brainstormed and gave direct input into the formation of the SIP 2017-2018 school year. The School Advisory Council meets quarterly to review progress of the school based on the result of i-Ready Diagnostics, FSA, and other

assessment data, as well as provide feedback and make recommendations for school improvement initiatives.

c. Preparation of the school's annual budget and plan

The SAC met to review the FSA data with school administration and to help identify academic goals and strategies to reach their goal. The School Advisory Council meets quarterly to review progress of the school based on the result of FSA, i-Ready diagnostics, and other assessment data. The SAC provides feedback and recommendations for school improvement initiatives.

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

During the August 29th School Advisory Council (SAC) meeting, the committee formulated a framework in which they unanimously agreed. The areas in which SAC (0953) funds may be expended are as follows:

Professional Development for Instructional and Non-Instructional staff, including consultant fees, registration cost, travel expenses, materials for training activities, and related expenses.
Increase technology available for instructional and student use, including Promethean boards and accessories, iPads, e-books, play- a-ways, audio books, CD's for listening center, etc.
Supplemental classroom material such as themed book sets, motivational charts, student recognition material, etc.

School wide reading activities and incentives such as author visits, school wide books for student book talks, etc.

School wide recognition material such as medals, ribbons, banners, trophies, bookmarks, etc.

School wide enrichment programs and programs to build background experiences such as plays, fine arts programs, traveling museums, etc.

Additionally the SAC unanimously approved the 2017-2018 Parent Involvement funds (6150) to target:

Student-Parent Communication Planners - Premier Agendas - \$1606.00

Kindergarten Roundup Books - Scholastic - \$60.00

Books for December Parent Night & For Parent Use with Reading Strategy Bookmark - Scholastic - \$500.00

Copy Paper (Case - for parent night handouts and summer learning packets) - Office Depot - \$31.95

Card Stock (bookmarks, flashcards for summer packet) - Office Depot - \$138.60

Color Paper (flyers, reminders, and summer learning packets) - Office Depot - \$197.64

Color Legal Paper (Wildcat Press Newsletter) - Office Depot - \$189.90

Manila Envelopes (Summer Learning Packets) - Office Depot - \$15.12

Shipping Labels (Summer Learning Packets) - Office Depot - \$16.70

Pizzas (September Parent Night/Annual Title I Meeting) - Little Caesars - \$100

Soda (September Parent Night/Annual Title I Meeting) - Walmart - \$70

Educational Games (Door Prizes at Parent Nights) - Walmart - \$400

Hot Dog Cookout Food (Final Parent Night) - Sam's Club - \$206.35

Total: \$3532.26

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gray, Jessica	Principal
Taylor, Tamara	Assistant Principal
Brown, Yesenia	Instructional Coach
Nuccio, Melanie	Teacher, K-12
Santana, Madgaly	Teacher, K-12
Redding, Lois	Teacher, K-12
Juarez, Louisa	Teacher, K-12
Duncan, Mary Ann	Teacher, K-12
Paris, Amy	Teacher, K-12
Justice, Pam	Instructional Media
Konitzer, Jessica	Teacher, ESE
Christian, Megan	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) includes the principal, assistant principal, literacy coach, and school counselor, media specialist, as well as the chairperson(s) from each grade level. This team collaborates with teachers to analyze data and to identify appropriate research-based strategies. 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. The Literacy Leadership teams meets monthly to review the school data and make decisions regarding adjustments and changes. The team then returns to their grade level teams and shares their findings and information. They support and lead the reading initiative of the school.

To promote school wide literacy 3rd - 5th graders are encouraged to read all 15 of the Sunshine State Young Reader Award Books. After each book they read and pass, their name is displayed on the wall in the media center and they receive a book charm to add to their necklace. Students proudly wear their charms. In March students who read 7 or more of the 15 books have an opportunity to compete for a spot on the school's Battle of the Book team. The team, comprised of 5 students, compete in a trivia battle with other school teams around the county.

To encourage participation in the SSYRA program, a book club is held twice each month using one of the SSYRA books. A teacher leads the after school event and plans activities and projects that relate to the selected book.

A K-2 Book Skirmish was implemented last year. Students in grade kinder through 2nd read a selected set of 15 books, with various reading levels. The students then compete for in a Skirmish competition with other students in our school.

Literacy is also promoted the use of Reading Renaissance's Accelerated Reader program. Students select and read books in their Zone of Proximal Development (according to the STAR test), test on

the books, earn points, and receive midpoint prizes and end of nine weeks parties for maintaining an appropriate 85% correct average and meeting their point goal set by the teacher.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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, "Finding the Treasure Within." The essence of this statement reflects the desire for each teacher to be a part of establishing a positive, collaborative teaching relationship within their PLCs. The administration diligently finds highly effective professionals to fill vacant positions, and provides the necessary support 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 for each grade level. This allows the teachers an opportunity to plan and work collaboratively each week. Working together fosters shared goals and unity among team members.

A monthly Leadership meeting is held where school wide data is analyzed and discussed. Adjustments are made to instruction based on the data. These meetings also provide grade chairs an opportunity to provide input regarding their grade level needs in terms of resources, material, and school procedures. A faculty meeting is also held regularly to provide school wide information and to share best practices. Two vertical articulation meetings are held during the year, that help determine strengths and weaknesses in the core curriculum in transitioning between grade levels.

An online lesson plan tool is used school wide, which allows teachers to post and share their lesson plans with one another. Additionally, book studies, trainings and professional development opportunities are routinely provided that allow teachers an opportunity to learn and grow professionally, together.

NWES has an active Sunshine Committee that is formed for the purpose of boosting morale and promoting positivity among staff.

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

The principal reviews and screens applicants and resumes submitted to the district to determine professional preparation, certification, and Highly Qualified status.

When needed the principal attends regional Teach-In's, contacts the education department of state colleges, reviews applicants on state websites, and networks with fellow principal's around the state to increase the applicant pool.

An interview team, assembled by the principal, then interviews selected applicants. Highly Qualified applicants are preferred over non Highly Qualified applicants.

The development of new teachers is a primary focus for the administrative staff. The Literacy Coach, Yesenia Brown, provides mentorship, working individually with teachers utilizing the coaching cycle, 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.

Teacher retention is focused on through the school culture of shared leadership. These responsibilities are performed by Principal Jessica Gray, Assistant Principal Tamara Taylor-Camilo, Literacy Coach Yesenia Brown, grade level chairpersons, and all school staff members.

Teacher retention is a focus at the district level through the Beginning Teacher Connections program, overseen by Associate Director of Elementary Curriculum, Kristen Rivas.

New teachers are provided with release time for visiting other teachers' classrooms both in their school and around the district. New teachers are given classroom funds to purchase supplemental teaching material as well as procedural and organizational classroom material.

The Principal and Assistant Principal conduct routine observations of the new teachers during instruction. The Literacy Coach conducts walk-throughs and regularly checks-in with new teachers for added support. The principal works to ensure an encouraging and non-threatening environment.

Regular professional development opportunities are provided to ensure professional growth.

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

The Literacy Coach, Yesenia Brown, serves as the mentor for teachers new to North Wauchula Elementary. Ms. Brown is a highly qualified coach who has obtained her Bachelors degree in Elementary Education and her Masters degree in reading. She holds a professional certificate in Elementary Education (K-6), Exceptional Student Education (K-12), Reading (K-12), and is English for Speakers of Other Languages endorsed. Her primary mentoring responsibilities are to Alexandria Watkins, a first year teacher of the intermediate Exceptional Education self-contained unit. Ms. Brown meets with Ms. Watkins on a monthly basis to review school events, procedures and requirements. She 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 classrooms and assists with any procedural or instructional needs that occur. Further, Ms. Watkins receives assistance throughout the year by the Associate Director of Elementary Curriculum, Kristen Rivas.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 2015, 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. NWES uses state and district adopted instructional material in all content areas, as well as research based supplemental materials. All material is aligned to the Florida standards. Each summer, the Leadership Team meets to review the school data and curriculum, and revises the curriculum maps based on data.

b. Instructional Strategies

1. 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

NWES routinely reviews data from the FSA, FSSA, FSAA, i-Ready, and classroom assessments. The data is used to determine strengths and weakness in the core curriculum for all students according to the MTSS. It also assist in identifying deficiencies in student performance, teacher performance, and/ or school wide deficiencies.

When the data reveals student weaknesses, the student receives small group instruction in the classroom and interventions are put into place. If the data continues to indicate a deficiency, the student is then referred to the guidance counselor who begins the MTSS process.

Students falling in the lowest quartile are provided intensive reading remediation by a highly qualified reading teacher or an ESE resource teacher.

Each week the Grade Chair leads the team in an analysis of their grade level data. Additionally, the principal leads the Leadership Team in school-wide data analysis on a regular basis. A variety of data is collected on individual students including: Spring 2017 Florida Standard Assessment (FSA) data in ELA and mathematics for third, fourth, and fifth grade students; progress monitoring data throughout the year using i-Ready for both reading and math; and Standardized Test for the Assessment of Reading (STAR) to monitor reading vocabulary and comprehension.

School-wide, 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 three times a school year. Data gathered from the i-Ready 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.

For fifth grade students, Florida Standard Assessment (FSA), and i-Ready data were analyzed to determine appropriate 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 i-Ready diagnostic data, as well as FSA. At both levels this data is used as one tool when considering Response to Intervention (RtI) Tier II and RtI Tier III designation, as well as when scheduling students for Reading Remediation services. First through third grade students are balanced using i-Ready diagnostic data and demographics, and kindergarten by demographics.

This same data is used to identify students who demonstrate outstanding academic achievement. First through fifth grade levels have one class designated to meet the needs of students who demonstrate academic excellence. The REACH program) Realizing Excellence through the Advanced academic Curriculum of Hardee) delves more deepy into the standard curriculum for the grade level, and provides enrichment opportunities. These differentiated learning opportunities assure that resources and personnel are aligned 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.

2. 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: 3,600

The after-school program will be organized into two instructional sessions. Session One will occur in the fall and will run for 90 minutes two days a week for a total of 20 days or 1,800 minutes. The second session will begin mid-January and will run for 90 minutes two days a week for a total of 20 days or 1,800 minutes. First priority for those to be invited the afterschool program are third graders who scored at the bottom quartile on the initial iReady diagnostic; fourth grade students who scored a Level 1 or 2 on FSA Reading or Math; and fifth grade students who achieved a Level 1 or 2 on the FSA Reading or Math. In addition there will be an additional after-school program for migrant and English Language Learners on opposite days that will provide an additional 1,800 minutes per semester.

Strategy Rationale

The After-School program is provided to remediate according to student needs and provide additional time for students to ensure mastery of skills in reading and math. If students are provided with additional remediation in a small group setting, student achievement will increase and strengthen their foundation for day to day learning. The students in the after-school program will be served using research-based materials designed to meet the academic needs of each. Some of the strategies that will be employed include: intensive, strategic guided approach to reading and math in small groups, computer-assisted instruction, and focused skill lessons through research-based materials.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

A i-Ready diagnostic assessment data will be used to analyze the effectiveness of the After School Program. Teacher made assessments will also be used. The percent of students scoring proficient on the FSA will be calculated seperately for students attending the After School Program, compared to non attenders, as well as the percent of students making adequate learning gains on the FSA.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 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. To familiarize students with their classroom and teacher, students and their parents are invited to attend a "Meet Your Teacher" event before school starts.

In the month of May, NWES fifth graders take a field trip to attend an orientation at the Hardee Junior High (HJH) Campus. Additionally, the Avid team interviews outgoing 5th graders to see which students would be ideal for that program. They seek students who have the potential to be the first in their family to attend college and provide support to increase the likelihood that they are successful post-secondary students.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 4. 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**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** North Wauchula Elementary School will elevate student achievement with intentional and purposeful interventions.

Strategic Goals Detail

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

G1. North Wauchula Elementary School will elevate student achievement with intentional and purposeful interventions. 1a

G093885

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	50.0
ELA/Reading Gains	65.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- A need for students to be engaged, persevere, and productively struggle with challenging content.
- A need for an individualized data driven instruction with targeted interventions.
- A need for rigorous, aligned curriculum materials that reach the complexity needed to meet grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources include: Best Practices by Literacy Coach; Learnzillion materials, LAFS and MAFS, ongoing professional development
- iReady diagnostics, LAFS, MAFS, Teacher Toolbox; Guided Reading Resources, Accelerated Reader. STAR reports; Reflex Math, Razz Kids (1st Grade)
- Learnzillion, i-Ready, LAFS, MAFS, Teacher Toolbox, Accelerated Reader

Plan to Monitor Progress Toward G1. 8

iReady Reading and Mathematics data will be collected and reviewed throughout the year to monitor progress toward the set goal.

Person Responsible

Jessica Gray

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

iReady Reading and Mathematics data; Classroom observations

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. North Wauchula Elementary School will elevate student achievement with intentional and purposeful interventions. 1

G093885

G1.B1 A need for students to be engaged, persevere, and productively struggle with challenging content.

2

B252011

G1.B1.S1 The instructional staff will acquire an understanding of how to actively engage students in their learning, develop perseverance, and facilitate productive struggle with challenging content. 4

S265821

Strategy Rationale

By having students grapple with challenging content, and actively engage in learning, student achievement will be elevated.

Action Step 1 5

During preschool inservice the staff was introduced to a book study "Teach Like a Pirate: Increase Student Engagement Transform Your Life as an Educator Boost Your Creativity." Throughout the first semester, teachers will continue to learn new strategies to "hook" their students in the learning process.

Person Responsible

Jessica Gray

Schedule

Quarterly, from 8/2/2017 to 12/22/2017

Evidence of Completion

Classroom observations using walk through tool, documenting student engagement

Action Step 2 5

Classroom walk throughs will be completed using D2D Observation Rubric to coach for engagement and challenging content.

Person Responsible

Yesenia Brown

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observation Rubrics

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

Classroom walkthroughs will be conducted for evaluation of student engagement levels

Person Responsible

Jessica Gray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walkthrough data

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

Student progress will be monitored through Reading and Math i-Ready diagnostics.

Person Responsible

Jessica Gray

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

The number of students performing on and above level in reading and mathematics

G1.B2 A need for an individualized data driven instruction with targeted interventions. 2

B252012

G1.B2.S1 Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions. 4

S265822

Strategy Rationale

If the students instructional deficits are remediated on a individualized level, then students achievement will be elevated, reducing the achievement gap.

Action Step 1 5

Teachers will utilize i-Ready diagnostic data to create a class profile to differentiate for the areas of greatest need per the Needs Analysis Report. This data will be used to form small groups to locate, identify and use aligned resources from Ready LAFS/MAFS and Teacher Toolbox.

Person Responsible

Jessica Gray

Schedule

Weekly, from 10/4/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Reports

Action Step 2 5

Student assessment data from STAR, ESGI, Fluency Checks, Cold Read data, Reflex Math, and classrooms assessments will be used to drive instruction on an individualized level in the classroom.

Person Responsible

Jessica Gray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Reports, Assessment Reports, Lesson Plans

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

Classroom walkthroughs, lesson plan checks, and RTI meetings will be utilized to monitor for differentiation of instruction.

Person Responsible

Jessica Gray

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, classroom walkthrough observation data, RTI Fidelity forms

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

The percent of students showing targeted growth on the i-Ready Diagnostic will be monitored to evaluate the effectiveness of the interventions used.

Person Responsible

Jessica Gray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

i-Ready Diagnostics

G1.B3 A need for rigorous, aligned curriculum materials that reach the complexity needed to meet grade level standards. **2**

 B252013

G1.B3.S1 Teachers will use text that is at or above the quantitative and qualitative complexity level expected for the grade and time in the school year. **4**

 S265823

Strategy Rationale

If students are practicing reading and applying reading comprehension strategies, using text that exhibits exceptional craft or that builds knowledge, their reading achievement will be elevated.

Action Step 1 **5**

Teachers will be trained in using quantitatively and qualitatively complex text in grades three through five to implement use of Learnzillion Guidebooks.

Person Responsible

Jessica Gray

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

Inservice Records

Action Step 2 **5**

The D2D ELA Classroom Observation Rubric will be used to ensure that lessons are focused on high-quality text that is at or above the quantitative and qualitative level expected for the grade and time in the school year.

Person Responsible

Yesenia Brown

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

D2D ELA Classroom Observation Rubrics

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The ELA Classroom Rubrics and classroom walk through data will be utilized to ensure that the text being used is quantitatively and qualitatively complex.

Person Responsible

Yesenia Brown

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

ELA Classroom Rubrics and classroom walk through data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The percent of students performing at or above grade level will be monitored using i-Ready diagnostic data for Reading and Math.

Person Responsible

Jessica Gray

Schedule

Biweekly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Percent of students performing at or above grade level on the i-Ready Reading and Math Diagnostics

G1.B3.S2 Teachers will utilize the eight standards for mathematical practice to increase the level at which students can perform on grade level mathematical standards. 4

S265824

Strategy Rationale

If students are able to apply the eight standards for mathematical practice, their mathematics achievement will be elevated.

Action Step 1 5

Through professional development, teachers will learn to incorporate the eight standards for mathematical practice in daily instruction.

Person Responsible

Yesenia Brown

Schedule

Weekly, from 10/26/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthrough Data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom walk-throughs and lesson plan checks will be conducted to monitor for the use of the eight standards for mathematical practice.

Person Responsible

Jessica Gray

Schedule

On 5/24/2018

Evidence of Completion

Classroom walkthroughs and lesson plan checks

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Students performing at or on grade level on the i-Ready Math Diagnostic will be monitored.

Person Responsible

Jessica Gray

Schedule

Triannually, from 9/29/2017 to 5/24/2018

Evidence of Completion

Percent of students at or on grade level according to the i-Ready Math Diagnostic

G1.B3.S3 For science instruction, teachers will utilize Science Fusion and/or Heartland Educational Consortium Science modules that are aligned to the standards, and provide the rigor required to achieve the science standards. 4

 S266114

Strategy Rationale

If students are instructed with science material that is aligned, and addresses the depth and complexity that the standard requires, then science achievement will be elevated.

Action Step 1 5

Teachers will utilize instructional materials that are aligned to science standards, to increase science achievement.

Person Responsible

Jessica Gray

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observation walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Classroom walkthroughs and lesson plan checks will be utilized to monitor that science instruction is aligned to state standards.

Person Responsible

Jessica Gray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walkthrough data and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

The district FCAT Science Benchmark will be utilized to monitor the percent of students achieving grade level science standards.

Person Responsible

Jessica Gray

Schedule

Semiannually, from 11/6/2017 to 5/24/2018

Evidence of Completion

FCAT Science Benchmark results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A352544	During preschool inservice the staff was introduced to a book study "Teach Like a Pirate: Increase...	Gray, Jessica	8/2/2017	Classroom observations using walk through tool, documenting student engagement	12/22/2017 quarterly
G1.B3.S1.MA1 M375699	The percent of students performing at or above grade level will be monitored using i-Ready...	Gray, Jessica	9/29/2017	Percent of students performing at or above grade level on the i-Ready Reading and Math Diagnostics	5/24/2018 biweekly
G1.B1.S1.MA1 M375696	Classroom walkthroughs will be conducted for evaluation of student engagement levels	Gray, Jessica	8/10/2017	Classroom walkthrough data	5/24/2018 weekly
G1.MA1 M375701	iReady Reading and Mathematics data will be collected and reviewed throughout the year to monitor...	Gray, Jessica	8/10/2017	iReady Reading and Mathematics data; Classroom observations	5/24/2018 triannually
G1.B3.S3.A1 A353242	Teachers will utilize instructional materials that are aligned to science standards, to increase...	Gray, Jessica	8/10/2017	Classroom observation walkthrough data	5/24/2018 daily
G1.B2.S1.MA1 M375697	The percent of students showing targeted growth on the i-Ready Diagnostic will be monitored to...	Gray, Jessica	8/10/2017	i-Ready Diagnostics	5/24/2018 weekly
G1.B2.S1.MA1 M375698	Classroom walkthroughs, lesson plan checks, and RTI meetings will be utilized to monitor for...	Gray, Jessica	8/10/2017	Lesson plans, classroom walkthrough observation data, RTI Fidelity forms	5/24/2018 quarterly
G1.B2.S1.A1 A352545	Teachers will utilize i-Ready diagnostic data to create a class profile to differentiate for the...	Gray, Jessica	10/4/2017	Progress Monitoring Reports	5/24/2018 weekly
G1.B2.S1.A2 A353139	Student assessment data from STAR, ESGI, Fluency Checks, Cold Read data, Reflex Math, and...	Gray, Jessica	8/10/2017	Progress Monitoring Reports, Assessment Reports, Lesson Plans	5/24/2018 weekly
G1.B1.S1.MA1 M375695	Student progress will be monitored through Reading and Math i-Ready diagnostics.	Gray, Jessica	8/10/2017	The number of students performing on and above level in reading and mathematics	5/24/2018 triannually
G1.B3.S3.MA1 M376673	The district FCAT Science Benchmark will be utilized to monitor the percent of students achieving...	Gray, Jessica	11/6/2017	FCAT Science Benchmark results	5/24/2018 semiannually
G1.B3.S1.A1 A352546	Teachers will be trained in using quantitatively and qualitatively complex text in grades three...	Gray, Jessica	7/31/2017	Inservice Records	5/24/2018 monthly
G1.B3.S1.A2 A353232	The D2D ELA Classroom Observation Rubric will be used to ensure that lessons are focused on...	Brown, Yesenia	8/10/2017	D2D ELA Classroom Observation Rubrics	5/24/2018 monthly
G1.B3.S2.MA1 M376662	Students performing at or on grade level on the i-Ready Math Diagnostic will be monitored.	Gray, Jessica	9/29/2017	Percent of students at or on grade level according to the i-Ready Math Diagnostic	5/24/2018 triannually
G1.B3.S2.MA1 M376657	Classroom walk-throughs and lesson plan checks will be conducted to monitor for the use of the...	Gray, Jessica	10/26/2017	Classroom walkthroughs and lesson plan checks	5/24/2018 one-time
G1.B3.S3.MA1 M376670	Classroom walkthroughs and lesson plan checks will be utilized to monitor that science instruction...	Gray, Jessica	8/10/2017	Classroom walkthrough data and lesson plans	5/24/2018 weekly
G1.B3.S1.MA1 M375700	The ELA Classroom Rubrics and classroom walk through data will be utilized to ensure that the text...	Brown, Yesenia	8/10/2017	ELA Classroom Rubrics and classroom walk through data	5/24/2018 monthly
G1.B3.S2.A1 A352547	Through professional development, teachers will learn to incorporate the eight standards for...	Brown, Yesenia	10/26/2017	Classroom Walkthrough Data	5/25/2018 weekly

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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  A353129	Classroom walk throughs will be completed using D2D Observation Rubric to coach for engagement and...	Brown, Yesenia	8/10/2017	Classroom Observation Rubrics	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. North Wauchula Elementary School will elevate student achievement with intentional and purposeful interventions.

G1.B1 A need for students to be engaged, persevere, and productively struggle with challenging content.

G1.B1.S1 The instructional staff will acquire an understanding of how to actively engage students in their learning, develop perseverance, and facilitate productive struggle with challenging content.

PD Opportunity 1

During preschool inservice the staff was introduced to a book study "Teach Like a Pirate: Increase Student Engagement Transform Your Life as an Educator Boost Your Creativity." Throughout the first semester, teachers will continue to learn new strategies to "hook" their students in the learning process.

Facilitator

Yesenia Brown, Literacy Coach

Participants

North Wauchula Elementary Instructional Staff

Schedule

Quarterly, from 8/2/2017 to 12/22/2017

PD Opportunity 2

Classroom walk throughs will be completed using D2D Observation Rubric to coach for engagement and challenging content.

Facilitator

Yesenia Brown, Literacy Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G1.B2 A need for an individualized data driven instruction with targeted interventions.

G1.B2.S1 Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions.

PD Opportunity 1

Student assessment data from STAR, ESGI, Fluency Checks, Cold Read data, Reflex Math, and classrooms assessments will be used to drive instruction on an individualized level in the classroom.

Facilitator

Jessica Gray, Principal; Tamara Taylor-Camilo, Assistant Principal; Yesenia Brown, Literacy Coach

Participants

NWES Instructional and support staff

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G1.B3 A need for rigorous, aligned curriculum materials that reach the complexity needed to meet grade level standards.

G1.B3.S1 Teachers will use text that is at or above the quantitative and qualitative complexity level expected for the grade and time in the school year.

PD Opportunity 1

Teachers will be trained in using quantitatively and qualitatively complex text in grades three through five to implement use of Learnzillion Guidebooks.

Facilitator

Yesenia Brown, Literacy Coach; Talitha Chestnut, D2D Director of Instructional Support; Christina Gonzalez, D2D ELA Lead

Participants

NWES Instructional staff

Schedule

Monthly, from 7/31/2017 to 5/24/2018

PD Opportunity 2

The D2D ELA Classroom Observation Rubric will be used to ensure that lessons are focused on high-quality text that is at or above the quantitative and qualitative level expected for the grade and time in the school year.

Facilitator

Yesenia Brown, Literacy Coach; Talitha Chestnut, D2D Director of Instructional Support; Christina Gonzalez, D2D ELA Lead

Participants

NWES Instructional staff

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G1.B3.S2 Teachers will utilize the eight standards for mathematical practice to increase the level at which students can perform on grade level mathematical standards.

PD Opportunity 1

Through professional development, teachers will learn to incorporate the eight standards for mathematical practice in daily instruction.

Facilitator

Yesenia Brown, Literacy Coach

Participants

NWES Instructional Staff

Schedule

Weekly, from 10/26/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. North Wauchula Elementary School will elevate student achievement with intentional and purposeful interventions.

G1.B2 A need for an individualized data driven instruction with targeted interventions.

G1.B2.S1 Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions.

TA Opportunity 1

Teachers will utilize i-Ready diagnostic data to create a class profile to differentiate for the areas of greatest need per the Needs Analysis Report. This data will be used to form small groups to locate, identify and use aligned resources from Ready LAFS/MAFS and Teacher Toolbox.

Facilitator

Principal, Jessica Gray; Assistant Principal, Tamara Taylor; Literacy Coach, Yesenia Brown; Curriculum Associates Professional Development Specialist, Christine Bursenbark

Participants

NWES Instructional and support staff

Schedule

Weekly, from 10/4/2017 to 5/24/2018

G1.B3 A need for rigorous, aligned curriculum materials that reach the complexity needed to meet grade level standards.

G1.B3.S3 For science instruction, teachers will utilize Science Fusion and/or Heartland Educational Consortium Science modules that are aligned to the standards, and provide the rigor required to achieve the science standards.

TA Opportunity 1

Teachers will utilize instructional materials that are aligned to science standards, to increase science achievement.

Facilitator

Yesenia Brown, Literacy Coach

Participants

Instructional Staff

Schedule

Daily, from 8/10/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	During preschool inservice the staff was introduced to a book study "Teach Like a Pirate: Increase Student Engagement Transform Your Life as an Educator Boost Your Creativity." Throughout the first semester, teachers will continue to learn new strategies to "hook" their students in the learning process.	\$0.00
2	G1.B1.S1.A2	Classroom walk throughs will be completed using D2D Observation Rubric to coach for engagement and challenging content.	\$0.00
3	G1.B2.S1.A1	Teachers will utilize i-Ready diagnostic data to create a class profile to differentiate for the areas of greatest need per the Needs Analysis Report. This data will be used to form small groups to locate, identify and use aligned resources from Ready LAFS/MAFS and Teacher Toolbox.	\$0.00
4	G1.B2.S1.A2	Student assessment data from STAR, ESGI, Fluency Checks, Cold Read data, Reflex Math, and classrooms assessments will be used to drive instruction on an individualized level in the classroom.	\$0.00
5	G1.B3.S1.A1	Teachers will be trained in using quantitatively and qualitatively complex text in grades three through five to implement use of Learnzillion Guidebooks.	\$0.00
6	G1.B3.S1.A2	The D2D ELA Classroom Observation Rubric will be used to ensure that lessons are focused on high-quality text that is at or above the quantitative and qualitative level expected for the grade and time in the school year.	\$0.00
7	G1.B3.S2.A1	Through professional development, teachers will learn to incorporate the eight standards for mathematical practice in daily instruction.	\$0.00
8	G1.B3.S3.A1	Teachers will utilize instructional materials that are aligned to science standards, to increase science achievement.	\$0.00
Total:			\$0.00