

Wakulla County Schools

District Pre K Programs



2017-18 Schoolwide Improvement Plan

District Pre K Programs

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<https://wec.wakullaschooldistrict.org/>

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	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2017.

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 District Pre K Programs

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

The mission of the Wakulla Prekindergarten program is to provide a positive, safe and healthy learning environment through play, to stimulate and encourage positive self-esteem. This learning environment will be enriched through developmentally appropriate strategies and parent involvement.

b. Provide the school's vision statement.

The vision of the Pre-Kindergarten program is for an equitable future for all children.

2. School Environment

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

Wakulla and Medart Pre-K programs serve a variety of students ranging in age from 3-5 years old. These programs offer three types of educational programs which consists of Head Start, Voluntary Pre-kindergarten (VPK) and exceptional student education for students with disabilities. The referral and registration process for each of these programs is unique with the common factor being parental involvement. Prior to the start of each new school year, Open House is held so parents, students and teachers can meet one another. Parents are encouraged to volunteer for special events such as Family Fun Day, classroom parties, field trips, etc.

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

The classroom culture is created by each teacher. School-wide rules for the playground, hallway, cafeteria and bus are an extension of the expectations of each classroom ultimately resulting in the overall safety of the students at Pre-K. Expectations and rules for each area are taught in the classroom through dramatic play, movement, music and other modes that give students the opportunity to actively engage and practice safety procedures.

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.

School-wide rules are practiced continually on a daily basis along with classroom expectations for positive behavior. Teachers reward students individually and as a class on a daily and weekly basis for demonstrating excellent behavior and making smart choices. Such rewards include stickers, stamps, edible treats and visits to the classroom and Principal's Treasure Chest.

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.

Students in need of extra social-emotional support while at school are paired with volunteers or mentors who foster their needs through personal and specialized attention including one on one time through stories, animation, active play, etc. Students may also receive a referral to the Wakulla Community Center for additional family support if needed. Blessings in a Backpack is a specialized program aimed at sending home non-perishable food items on Fridays for weekend consumption for

targeted families in need. The Christmas Connection also assists needy families with clothing and toys during the holiday season. The Pre-K holds an annual canned food drive during the month of November to distribute to local families for Thanksgiving.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

N/A

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

N/A

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

The school completes a Parental Involvement Plan (PIP), which is available at the school site. Parents are encouraged to participate in their child's education by attending school-sponsored events such as Family Night Book Fair, opportunities to volunteer in the classroom or other events, Grandparent's Luncheon, holiday classroom parties and Family Fun Day which is the only fund-raiser for the school as well as parent-teacher conferences and IEP Meetings. 80% of parents will attend at least one parent involvement activity throughout the school year to promote student success.

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.

Wakulla Pre-K has teamed up with supporters in the community to create the Blessings in a Backpack program. This program specializes in sending home non-perishable items on Friday for weekend consumption for targeted families in need.

The Christmas Connection is a community based program which assists needy families with clothing and toys during the holiday season.

Wakulla Pre-K holds an annual canned food drive every November. Food items are collected from individuals within the community whom are able to donate. The collected food items are redistributed to those who are in need during the Thanksgiving holiday.

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
Kelley, Laura	Principal
Winkler, Lenita	Teacher, PreK
Peeples, DeeAnn	Assistant Principal
Lawhon, Susan	Other
Lewis, Nancy	Teacher, PreK
Williams, Toyia	Teacher, PreK

b. Duties

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

The school-based Leadership Team consists of 3 teachers, school principal, assistant principal and 1 support staff member. Assessment data is reviewed to reflect the need for current goals and instructional strategies that will be used to meet the defined goals. Parents provide input at the quarterly meetings and input is also sought via school climate survey which is conducted in the spring. Other team meetings are held according to the nature and needs of the agenda items. Wakulla Pre-K has numerous activities offered at various times (daytime and evening) in which parents can participate. Often, active parents who volunteer are recruited to serve as a member of the School Leadership Team.

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.

Wakulla Prekindergarten has 20 Headstart slots at the main campus. Students identified in our Title X homeless program are monitored for school supplies and they receive free breakfast and lunch. They are an integral part of our Prekindergarten program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Kelley	Principal
LeNita Winkler	Teacher
Nancy Lewis	Teacher
Toyia Williams	Teacher
Susan (Rene') Lawhon	Education Support Employee
Jessica Allen	Parent
Kristen Weaver	Parent
Kansas Gowan	Parent
Samantha Morse	Parent
Carol Luke	Parent
Jennifer Breth	Student
Debby Brooks	Parent
Ariel McKenzie	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Based upon last year's Beyond Centers and Circle Time Curriculum Portfolio testing, it was determined that adjustments should be made in the area of math.

b. Development of this school improvement plan

The committee reviews the student data, parent/teacher and district surveys and develops a plan with goals and strategies to meet the needs of the current student population.

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

The school's annual budget and plan is based on the materials needed to teach the current student population in the areas of reading and math.

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

Wakulla Pre-K was allocated \$1,500.00 for the school year 2016-2017. The funds were used as follows:

\$1,200.00 LCD.Mimio projectors/replacement bulbs

\$300.00 PLT Activities

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
Kelley, Laura	Principal
Lawhon, Susan	Other
Winkler, Lenita	Teacher, PreK
Kilgore, Susan	Paraprofessional

b. Duties

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

Literacy is promoted within the school with two Book Fairs per year. One is held in the Fall (September) and the other in the Spring (April). Both events include parent participation via Family Night, the Grand Luncheon for grandparents and an Easter Egg Hunt. In addition to the two Book Fairs, Wakulla Pre-K also encourages literacy during Dr. Seuss Week. School-wide and classroom activities include a costume parade of Dr. Seuss characters, guest readers as well as plenty of art activities and edible treats including Green Eggs and Ham.

D. Public and Collaborative Teaching

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

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

Wakulla Pre-K utilizes collaborative lesson planning groups which meet weekly to discuss ideas and plan lessons that are developmentally appropriate and meet the diverse needs of each classroom which consists of multi-age 3-5 year old students. Peer mentoring occurs between new teachers and established teachers. The mentor teacher provides support to new teachers. In addition, teachers and support staff serve on various committees of their choice (Kagan Leaders, Sunshine, Project Learning Tree, Family Fun Day, School Safety, Book Fair, Blessings in a Backpack, Water Day activities, Thanksgiving Pow wow, Johnny Appleseed Activity Day, Dr. Seuss Week, Trunk or Treat, Polar Express Activity Day, Black History Activity Day, etc.).

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

The school Principal recruits potential applicants through the school District on-line job advertisements.

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

The District supports new teachers with a Teacher Mentor on their campus. The District also offers a Boot Camp Training during the summer and throughout the school year at monthly meetings which also provides needed resources for new teachers.

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.

Wakulla PreK uses the Creative Curriculum as its core instructional program. The materials used to implement classroom instruction is the Beyond Centers Circle Time program, Creative Curriculum and Kagan Strategies.

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.

Wakulla PreK uses the Creative Curriculum as its core instructional program. The materials used to implement classroom instruction is the Beyond Centers and Circle Time program and Kagan Strategies.

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: Summer Program

Minutes added to school year: 300

Wakulla PreK offers a Voluntary Prekindergarten Program in the summer. It is available to current students and students in the community that are eligible to attend Kindergarten in the Fall.

Strategy Rationale

VPK gives each child an opportunity to perform better in school and throughout life with quality skills that include an age-appropriate curriculum with a strong emphasis on early literacy skills, accountability, low teacher-pupil ratios and highly qualified instructors.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kelley, Laura, laura.kelley@wcsb.us

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

VPK instructors administer assessments two times during the Summer Program; upon entrance and an exit.

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, Â§ 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.

1. Transition field trips to each child's elementary school in the Spring.
2. Transition meetings are held between Prekindergarten teachers and elementary school Assistant Principals and Speech and Language providers from each school.
3. Prekindergarten teachers help to write transition IEP's for students.
4. Kindergarten registration packets are distributed and collected for the elementary schools.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

N/A

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.

N/A

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

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

Strategic Goals Summary

- G1.** 70% returning students will rote count to 5 and recognize 4 of their basic shapes (square, circle, triangle, rectangle, rhombus).
- G2.** 70% of returning students will recognize 5 of the basic colors and their first name in print.
- G3.** 70% of the kindergarten bound students will rote count to 10 and understand number concepts to make a set of 5 or more with manipulatives.
- G4.** 70% of kindergarten bound students will recognize 50% of the uppercase letters.

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. 70% returning students will rote count to 5 and recognize 4 of their basic shapes (square, circle, triangle, rectangle, rhombus). 1a

G096003

Targets Supported 1b

Indicator	Annual Target
	70.0

Targeted Barriers to Achieving the Goal 3

- The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skills and mathematical reasoning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- shape charts, balance scales, measuring cups, 3D shapes, hour glass timers, pattern blocks, calendar, mimio activities, shape and color Bingo, unifix cubes, graphing for compare and contrast, counting bears for size comparison.

Plan to Monitor Progress Toward G1. 8

Beyond Centers and Circle Time

Person Responsible

DeeAnn Peeples

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time Portfolio Checklist

Plan to Monitor Progress Toward G1. 8

Walk through and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

Plan to Monitor Progress Toward G1. 8

Teacher Surveys and Parent surveys

Person Responsible

Laura Kelley

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher surveys and parent surveys

G2. 70% of returning students will recognize 5 of the basic colors and their first name in print. 1a

G096004

Targets Supported 1b

Indicator	Annual Target
	70.0

Targeted Barriers to Achieving the Goal 3

- The Wakulla Prekindergarten enrolls a group of "at risk" students annually. This requires a program rich in language development and literacy awareness.

Resources Available to Help Reduce or Eliminate the Barriers 2

- shape charts, balance scales, measuring cups, 3D shapes, hour glass timers, pattern blocks, calendar, mimio activities, shape and color bingo, unifix cubes, graphing for compare and contrast, counting bears for size comparison.

Plan to Monitor Progress Toward G2. 8

Beyond Centers and Circle Time Curriculum

Person Responsible

DeeAnn Peeples

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time Portfolio Checklist

Plan to Monitor Progress Toward G2. 8

Walk Through and Scheduled Observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

G3. 70% of the kindergarten bound students will rote count to 10 and understand number concepts to make a set of 5 or more with manipulatives. 1a

G096005

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skills and mathematical reasoning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- shape charts, balance scales, measuring cups, 3D shapes, hour glass timers, pattern blocks, calendar, mimio activities, shape and color Bingo, unifix cubes, graphing for compare and contrast, counting bears for size comparison.

Plan to Monitor Progress Toward G3. 8

Beyond Centers and Circle Time

Person Responsible

DeeAnn Peebles

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Center and Circle Time Portfolio Checklist

Plan to Monitor Progress Toward G3. 8

Walk Through and Scheduled Observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

Plan to Monitor Progress Toward G3. 8

Teacher Surveys and Parent Surveys

Person Responsible

Laura Kelley

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher surveys and parent surveys

G4. 70% of kindergarten bound students will recognize 50% of the uppercase letters. 1a

G096006

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- The Wakulla Prekindergarten enrolls a group of "at risk" students annually. This requires a program rich in language development and literacy awareness.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Listening centers in classrooms, mimio activities, easel for the library, puppet and flannel board story enhancement, two book fairs per year, lesson plan sharing, phonemic awareness training for teachers.

Plan to Monitor Progress Toward G4. 8

Beyond Centers and Circle Time Curriculum

Person Responsible

DeeAnn Peeples

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Time Portfolio Checklist

Plan to Monitor Progress Toward G4. 8

Walk Through and Scheduled Observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

Plan to Monitor Progress Toward G4. 8

Teacher surveys and parent surveys

Person Responsible

Laura Kelley

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher surveys and parent surveys

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. 70% returning students will rote count to 5 and recognize 4 of their basic shapes (square, circle, triangle, rectangle, rhombus). 1

G096003

G1.B1 The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skills and mathematical reasoning. 2

B258458

G1.B1.S1 Teachers will continue to use developmentally appropriate practices utilizing Creative Curriculum to enhance logical thinking and mathematical skills. 4

S273600

Strategy Rationale

Developmentally appropriate curriculum gives students the opportunity to succeed.

Action Step 1 5

Creative Curriculum

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans

Action Step 2 5

Beyond Centers and Circle Time Portfolios

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Center and Circle Time student Data

Action Step 3 5

Kagan Strategies

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time data

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

Project Learning Tree Activities and Events

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans, observations

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

Walk throughs and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom observations and Lesson Plans

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

Beyond Centers and Circle Time Curriculum

Person Responsible

DeeAnn Peebles

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time Portfolio Checklist

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

Walk through and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations

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

Teacher and Parent Surveys

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Surveys and Parent Surveys

G1.B1.S2 Teachers will utilize technology such as LCD projectors and Mimio. 4

S273601

Strategy Rationale

Technology helps teachers keep students engaged in learning.

Action Step 1 5

LCD Projectors, Mimio

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Technology helps teachers keep students engaged in learning.

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walk through evaluations and scheduled evaluations

Person Responsible

Laura Kelley

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom Teachers

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

G1.B1.S3 Teachers will participate in appropriate trainings to gain knowledge in appropriate instructional delivery. 4

 S273602

Strategy Rationale

Training will give teachers the opportunity to practice delivery of instruction.

Action Step 1 5

Professional Development

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Lesson Plans, observations, IEP reviews

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Training will give teachers the opportunity to practice delivery of instruction.

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Lesson plans, observations, IEP reviews, Kagan strategies. Professional Development opportunities include the following: September 6 Quality IEP Training for New Hires (Tallahassee @ FDLRS) September 13 Conscious Discipline (severe behaviors/interventions) for early childhood educators (8:00-8:30) September 13, 23 CPR/1st Aid Train the Trainer @ WEC (8:00-5:00) - one per school site October 16 Pre-K Quality IEP Training w/ Kim Gallant (8:30-12:00) October 25 Project Learning Tree (1:30-3:30) October 26 Parent/Teacher Education Night w/ FDLRS (5:00-6:30) January 3 Project Learning Tree - part 2 (8:30-12:30) January 31 CPR/1st aid for CDA's/Paras; certified=data analysis, FSU/Watch List

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teacher Workshops

Person Responsible

DeeAnn Peebles

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Teacher evaluations and observations, follow-up activity/assignment as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Trainings (school-based, District or Temporary Duty Elsewhere)

Person Responsible

DeeAnn Peeples

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Classroom observations, Lesson plans, collaborative projects

G2. 70% of returning students will recognize 5 of the basic colors and their first name in print. 1

G096004

G2.B1 The Wakulla Prekindergarten enrolls a group of "at risk" students annually. This requires a program rich in language development and literacy awareness. 2

B258459

G2.B1.S1 Preschool teachers will use a developmentally appropriate curriculum, Beyond Centers and Circle Time Theme Series, to enhance language and literacy. 4

S273603

Strategy Rationale

Developmentally appropriate curriculum gives students the opportunity to succeed.

Action Step 1 5

Beyond Centers and Circle Time Curriculum

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time Curriculum Portfolio Checklist

Action Step 2 5

Walk through and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations

Action Step 3 5

Teacher surveys and parent surveys

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher surveys and parent surveys

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walk through evaluations and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations and Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Teachers

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student Participation and teacher observation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Walk through observations and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

G2.B1.S2 Teachers will utilize technology such as LCD projectors and Mimio. 4

 S273604

Strategy Rationale

Teachers will continue to utilize appropriate technology to enhance cognitive development and logical thinking skills (LCD projectors, software).

Action Step 1 5

LCD Projectors, Mimio

Person Responsible

Laura Kelley

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lessons Plans and classroom observations

G2.B1.S3 Teachers will enhance investigation, measurement and scientific skills through gardening activities. 4

 S273605

Strategy Rationale

Teachers will enhance investigation, measurement and scientific skills through gardening activities.

Action Step 1 5

Project Learning Tree activities and events

Person Responsible

Laura Kelley

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and observations

Action Step 2 5

Walk through observations and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Walk through evaluations and scheduled evaluations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations and Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom Teachers

Person Responsible

Laura Kelley

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student Participation and teacher observation


G3. 70% of the kindergarten bound students will rote count to 10 and understand number concepts to make a set of 5 or more with manipulatives. **1**

 G096005

G3.B1 The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skills and mathematical reasoning. **2**

 B258460

G3.B1.S1 Teachers will continue to use developmentally appropriate practices utilizing Creative Curriculum to enhance logical thinking and mathematical skills. **4**

 S273606

Strategy Rationale

Developmentally appropriate curriculum gives students the opportunity to succeed.

Action Step 1 **5**

Creative Curriculum

Person Responsible

DeeAnn Peeples

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans

Action Step 2 **5**

Beyond Centers and Circle Time Portfolios

Person Responsible

DeeAnn Peeples

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Center and Circle Time student data

Action Step 3 5

Kagan Strategies

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Project Learning Tree Activities and Events

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans, observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walk throughs and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom observations and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Beyond Centers and Circle Time Curriculum

Person Responsible

DeeAnn Peebles

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time Portfolio Checklist

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Walk through and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teacher and Parent Surveys

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher surveys and Parent surveys

G3.B1.S2 Teachers will utilize technology such as LCD projectors and Mimio. 4

S273607

Strategy Rationale

Teachers will continue to utilize appropriate technology to enhance cognitive development and logical thinking skills (LCD projectors, software).

Action Step 1 5

LCD Projectors, Mimio

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and classroom observations

G3.B1.S3 Teachers will enhance investigation, measurement and scientific skills through gardening activities **4**

 S273608

Strategy Rationale

Teachers will enhance investigation, measurement and scientific skills through gardening activities.

Action Step 1 **5**

Project Learning Tree activities and events

Person Responsible

Laura Kelley

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and observations

Action Step 2 **5**

Walk throughs and scheduled observations

Person Responsible

Laura Kelley


Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom observations and Lesson Plans

G4. 70% of kindergarten bound students will recognize 50% of the uppercase letters. **1**

 G096006

G4.B1 The Wakulla Prekindergarten enrolls a group of "at risk" students annually. This requires a program rich in language development and literacy awareness. **2**

 B258461

G4.B1.S1 Preschool teachers will use a developmentally appropriate curriculum, Beyond Centers and Circle Time Theme Series, to enhance language and literacy. **4**

 S273609

Strategy Rationale

Developmentally appropriate curriculum gives students the opportunity to succeed.

Action Step 1 **5**

Beyond Centers and Circle Time Curriculum

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Beyond Centers and Circle Time Curriculum Portfolio Checklist

Action Step 2 **5**

Walk through and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations

Action Step 3 5

Teacher surveys and parent surveys

Person Responsible

Laura Kelley

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher surveys and Parent surveys

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Walk through evaluations and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher evaluations and Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom Teachers

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student Participation and teacher observation

G4.B1.S2 Teachers will utilize technology such as LCD projectors and Mimio 4

 S273610

Strategy Rationale

Technology helps teachers keep students engaged in learning.

Action Step 1 5

LCD Projectors, Mimio

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and classroom observations

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Technology helps teachers keep students engaged in learning.

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and observations

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Walk through evaluations and scheduled evaluations

Person Responsible

Laura Kelley

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom Teachers

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student participation and teacher observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Walk throughs and scheduled observations

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher Evaluations

G4.B1.S3 Teachers will participate in appropriate trainings to gain knowledge in appropriate instructional delivery **4**

 S273611

Strategy Rationale

Training will give teachers the opportunity to practice delivery of instruction.

Action Step 1 **5**

Professional Development

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Lesson Plans, observations, IEP reviews.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 **6**

Training will give teachers the opportunity to practice delivery of instruction.

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Lesson plans, observations, IEP reviews, Kagan Strategies. Professional Development opportunities include the following: September 6 Quality IEP Training for new hires (Tallahassee @ FDLRS) September 13 Conscious Discipline (severe behaviors/interventions) for early childhood educators (8:00-3:30) September 13, 23 CPR/1st Aid Train the Trainer @ WEC (8:00-5:00) – one per school site October 16 Pre-K Quality IEP Training w/ Kim Gallant (8:30-12:00) October 25 Project Learning Tree (1:30-3:30) October 26 Parent/Teacher Education Night w/ FDLRS (5:00-6:30) January 3 Project Learning Tree – part 2 (8:30-12:30) January 31 CPR/1st aid for CDA's/Paras; certified = data analysis, FSU/Watch List

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Teacher Workshops

Person Responsible

Laura Kelley

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Teacher evaluations and observations, follow-up activity/assignment as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Trainings (school-based, District or Temporary Duty Elsewhere)

Person Responsible

Laura Kelley

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Attendance sheets, Classroom observations, Lesson plans, collaborative projects

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.MA1  M394126	Beyond Centers and Circle Time	Peeples, DeeAnn	8/10/2017	Beyond Centers and Circle Time Portfolio Checklist	5/23/2018 semiannually
G1.MA2  M394127	Walk through and scheduled observations	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually
G1.MA3  M394128	Teacher Surveys and Parent surveys	Kelley, Laura	8/10/2017	Teacher surveys and parent surveys	5/23/2018 annually
G2.MA1  M394134	Beyond Centers and Circle Time Curriculum	Peeples, DeeAnn	8/10/2017	Beyond Centers and Circle Time Portfolio Checklist	5/23/2018 semiannually
G2.MA2  M394135	Walk Through and Scheduled Observations	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually
G3.MA1  M394141	Beyond Centers and Circle Time	Peeples, DeeAnn	8/10/2017	Beyond Center and Circle Time Portfolio Checklist	5/23/2018 semiannually
G3.MA1  M394142	Walk Through and Scheduled Observations	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually
G3.MA3  M394143	Teacher Surveys and Parent Surveys	Kelley, Laura	8/10/2017	Teacher surveys and parent surveys	5/23/2018 annually
G4.MA1  M394153	Beyond Centers and Circle Time Curriculum	Peeples, DeeAnn	8/10/2017	Beyond Centers and Time Portfolio Checklist	5/23/2018 semiannually
G4.MA2  M394154	Walk Through and Scheduled Observations	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually
G4.MA3  M394155	Teacher surveys and parent surveys	Kelley, Laura	8/10/2017	Teacher surveys and parent surveys	5/23/2018 annually
G1.B1.S1.MA1  M394115	Beyond Centers and Circle Time Curriculum	Peeples, DeeAnn	8/10/2017	Beyond Centers and Circle Time Portfolio Checklist	5/23/2018 semiannually
G1.B1.S1.MA4  M394116	Walk through and scheduled observations	Kelley, Laura	8/10/2017	Teacher evaluations	5/23/2018 semiannually
G1.B1.S1.MA5  M394117	Teacher and Parent Surveys	Kelley, Laura	8/10/2017	Teacher Surveys and Parent Surveys	5/23/2018 semiannually
G1.B1.S1.MA1  M394118	Project Learning Tree Activities and Events	Kelley, Laura	8/10/2017	Lesson Plans, observations	5/23/2018 semiannually
G1.B1.S1.MA2  M394119	Walk throughs and scheduled observations	Kelley, Laura	8/10/2017	Classroom observations and Lesson Plans	5/23/2018 semiannually
G1.B1.S1.A1  A367362	Creative Curriculum	Kelley, Laura	8/10/2017	Lesson Plans	5/23/2018 semiannually
G1.B1.S1.A2  A367363	Beyond Centers and Circle Time Portfolios	Kelley, Laura	8/10/2017	Beyond Center and Circle Time student Data	5/23/2018 semiannually
G1.B1.S1.A3  A367364	Kagan Strategies	Kelley, Laura	8/10/2017	Beyond Centers and Circle Time data	5/23/2018 semiannually
G2.B1.S1.MA1  M394129	Walk through observations and scheduled observations	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually
G2.B1.S1.MA1  M394130	Walk through evaluations and scheduled observations	Kelley, Laura	8/10/2017	Teacher evaluations and Lesson Plans	5/23/2018 semiannually
G2.B1.S1.MA2  M394131	Classroom Teachers	Kelley, Laura	8/10/2017	Student Participation and teacher observation	5/23/2018 semiannually




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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
G2.B1.S1.A1 A367367	Beyond Centers and Circle Time Curriculum	Kelley, Laura	8/10/2017	Beyond Centers and Circle Time Curriculum Portfolio Checklist	5/23/2018 semiannually
G2.B1.S1.A2 A367368	Walk through and scheduled observations	Kelley, Laura	8/10/2017	Teacher evaluations	5/23/2018 semiannually
G2.B1.S1.A3 A367369	Teacher surveys and parent surveys	Kelley, Laura	8/10/2017	Teacher surveys and parent surveys	5/23/2018 semiannually
G3.B1.S1.MA1 M394136	Beyond Centers and Circle Time Curriculum	Peeples, DeeAnn	8/10/2017	Beyond Centers and Circle Time Portfolio Checklist	5/23/2018 semiannually
G3.B1.S1.MA2 M394137	Walk through and scheduled observations	Kelley, Laura	8/10/2017	Teacher evaluations	5/23/2018 semiannually
G3.B1.S1.MA3 M394138	Teacher and Parent Surveys	Kelley, Laura	8/10/2017	Teacher surveys and Parent surveys	5/23/2018 semiannually
G3.B1.S1.MA1 M394139	Project Learning Tree Activities and Events	Kelley, Laura	8/10/2017	Lesson Plans, observations	5/23/2018 semiannually
G3.B1.S1.MA5 M394140	Walk throughs and scheduled observations	Kelley, Laura	8/10/2017	Classroom observations and Lesson Plans	5/23/2018 semiannually
G3.B1.S1.A1 A367373	Creative Curriculum	Peeples, DeeAnn	8/10/2017	Lesson Plans	5/23/2018 semiannually
G3.B1.S1.A2 A367374	Beyond Centers and Circle Time Portfolios	Peeples, DeeAnn	8/10/2017	Beyond Center and Circle Time student data	5/23/2018 semiannually
G3.B1.S1.A3 A367375	Kagan Strategies	Kelley, Laura	8/10/2017	Beyond Centers and Circle Time data	5/23/2018 semiannually
G4.B1.S1.MA1 M394144	Walk through evaluations and scheduled observations	Kelley, Laura	8/10/2017	Teacher evaluations and Lesson Plans	5/23/2018 semiannually
G4.B1.S1.MA2 M394145	Classroom Teachers	Kelley, Laura	8/10/2017	Student Participation and teacher observation	5/23/2018 semiannually
G4.B1.S1.A1 A367379	Beyond Centers and Circle Time Curriculum	Kelley, Laura	8/10/2017	Beyond Centers and Circle Time Curriculum Portfolio Checklist	5/23/2018 semiannually
G4.B1.S1.A2 A367380	Walk through and scheduled observations	Kelley, Laura	8/10/2017	Teacher evaluations	5/23/2018 semiannually
G4.B1.S1.A3 A367381	Teacher surveys and parent surveys	Kelley, Laura	8/10/2017	Teacher surveys and Parent surveys	5/23/2018 annually
G1.B1.S2.MA1 M394120	Technology helps teachers keep students engaged in learning.	Kelley, Laura	8/10/2017	Lesson Plans and observations	5/23/2018 semiannually
G1.B1.S2.MA2 M394121	Walk through evaluations and scheduled evaluations	Kelley, Laura	8/10/2017	Teacher Evaluations and lesson plans	5/23/2018 annually
G1.B1.S2.MA3 M394122	Classroom Teachers	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually
G1.B1.S2.A1 A367365	LCD Projectors, Mimio	Kelley, Laura	8/10/2017	Lesson Plans and classroom observations	5/23/2018 semiannually
G2.B1.S2.A1 A367370	LCD Projectors, Mimio	Kelley, Laura	8/10/2017	Lessons Plans and classroom observations	5/23/2018 daily
G3.B1.S2.A1 A367376	LCD Projectors, Mimio	Kelley, Laura	8/10/2017	Lesson Plans and classroom observations	5/23/2018 semiannually
G4.B1.S2.MA1 M394146	Walk throughs and scheduled observations	Kelley, Laura	8/10/2017	Teacher Evaluations	5/23/2018 semiannually

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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
G4.B1.S2.MA1 M394147	Technology helps teachers keep students engaged in learning.	Kelley, Laura	8/10/2017	Lesson Plans and observations	5/23/2018 semiannually
G4.B1.S2.MA2 M394148	Walk through evaluations and scheduled evaluations	Kelley, Laura	8/10/2017	Teacher Evaluations and lesson plans	5/23/2018 annually
G4.B1.S2.MA3 M394149	Classroom Teachers	Kelley, Laura	8/10/2017	Student participation and teacher observation	5/23/2018 semiannually
G4.B1.S2.A1 A367382	LCD Projectors, Mimio	Kelley, Laura	8/10/2017	Lesson Plans and classroom observations	5/23/2018 semiannually
G1.B1.S3.MA1 M394123	Teacher Workshops	Peeples, DeeAnn	8/10/2017	Attendance sheets, Teacher evaluations and observations, follow-up activity/assignment as evidence of implementation.	5/23/2018 semiannually
G1.B1.S3.MA3 M394124	Trainings (school-based, District or Temporary Duty Elsewhere)	Peeples, DeeAnn	8/10/2017	Attendance sheets, Classroom observations, Lesson plans, collaborative projects	5/23/2018 weekly
G1.B1.S3.MA1 M394125	Training will give teachers the opportunity to practice delivery of instruction.	Kelley, Laura	8/10/2017	Attendance sheets, Lesson plans, observations, IEP reviews, Kagan strategies. Professional Development opportunities include the following: September 6 Quality IEP Training for New Hires (Tallahassee @ FDLRS) September 13 Conscious Discipline (severe behaviors/interventions) for early childhood educators (8:00-8:30) September 13, 23 CPR/1st Aid Train the Trainer @ WEC (8:00-5:00) - one per school site October 16 Pre-K Quality IEP Training w/ Kim gallant (8:30-12:00) October 25 Project Learning Tree (1:30-3:30) October 26 Parent/Teacher Education Night w/ FDLRS (5:00-6:30) January 3 Project Learning Tree - part 2 (8:30-12:30) January 31 CPR/1st aid for CDA's/ Paras; certified=data analysis, FSU/ Watch List	5/23/2018 semiannually
G1.B1.S3.A1 A367366	Professional Development	Kelley, Laura	8/10/2017	Attendance sheets, Lesson Plans, observations, IEP reviews	5/23/2018 semiannually
G2.B1.S3.MA1 M394132	Walk through evaluations and scheduled evaluations	Kelley, Laura	8/10/2017	Teacher evaluations and Lesson Plans	5/23/2018 semiannually
G2.B1.S3.MA2 M394133	Classroom Teachers	Kelley, Laura	8/10/2017	Student Participation and teacher observation	5/23/2018 daily
G2.B1.S3.A1 A367371	Project Learning Tree activities and events	Kelley, Laura	8/10/2017	Lesson Plans and observations	5/23/2018 monthly
G2.B1.S3.A2 A367372	Walk through observations and scheduled observations	Kelley, Laura	8/10/2017	Lesson Plans and classroom observations	5/23/2018 semiannually
G3.B1.S3.A1 A367377	Project Learning Tree activities and events	Kelley, Laura	8/10/2017	Lesson Plans and observations	5/23/2018 weekly
G3.B1.S3.A2 A367378	Walk throughs and scheduled observations	Kelley, Laura	8/10/2017	Classroom observations and Lesson Plans	5/23/2018 semiannually
G4.B1.S3.MA1 M394150	Teacher Workshops	Kelley, Laura	8/10/2017	Attendance sheets, Teacher evaluations and observations, follow-up activity/assignment as evidence of implementation.	5/23/2018 semiannually

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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
G4.B1.S3.MA2  M394151	Trainings (school-based, District or Temporary Duty Elsewhere)	Kelley, Laura	8/10/2017	Attendance sheets, Classroom observations, Lesson plans, collaborative projects	5/23/2018 weekly
G4.B1.S3.MA1  M394152	Training will give teachers the opportunity to practice delivery of instruction.	Kelley, Laura	8/10/2017	Attendance sheets, Lesson plans, observations, IEP reviews, Kagan Strategies. Professional Development opportunities include the following: September 6 Quality IEP Training for new hires (Tallahassee @ FDLRS) September 13 Conscious Discipline (severe behaviors/interventions) for early childhood educators (8:00-3:30) September 13, 23 CPR/1st Aid Train the Trainer @ WEC (8:00-5:00) – one per school site October 16 Pre-K Quality IEP Training w/ Kim Gallant (8:30-12:00) October 25 Project Learning Tree (1:30-3:30) October 26 Parent/Teacher Education Night w/ FDLRS (5:00-6:30) January 3 Project Learning Tree – part 2 (8:30-12:30) January 31 CPR/1st aid for CDA's/ Paras; certified = data analysis, FSU/ Watch List	5/23/2018 semiannually
G4.B1.S3.A1  A367383	Professional Development	Kelley, Laura	8/10/2017	Attendance sheets, Lesson Plans, observations, IEP reviews.	5/23/2018 semiannually

V. Professional Development Opportunities

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

G3. 70% of the kindergarten bound students will rote count to 10 and understand number concepts to make a set of 5 or more with manipulatives.

G3.B1 The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skills and mathematical reasoning.

G3.B1.S3 Teachers will enhance investigation, measurement and scientific skills through gardening activities

PD Opportunity 1

Project Learning Tree activities and events

Facilitator

Project Learning Tree Leaders and classroom Teachers

Participants

Students

Schedule

Weekly, from 8/10/2017 to 5/23/2018

PD Opportunity 2

Walk throughs and scheduled observations

Facilitator

School Principal

Participants

Classroom Teacher

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

G4. 70% of kindergarten bound students will recognize 50% of the uppercase letters.

G4.B1 The Wakulla Prekindergarten enrolls a group of "at risk" students annually. This requires a program rich in language development and literacy awareness.

G4.B1.S3 Teachers will participate in appropriate trainings to gain knowledge in appropriate instructional delivery

PD Opportunity 1

Professional Development

Facilitator

Classroom Teacher

Participants

Students and parents when necessary

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

G3. 70% of the kindergarten bound students will rote count to 10 and understand number concepts to make a set of 5 or more with manipulatives.

G3.B1 The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skills and mathematical reasoning.

G3.B1.S2 Teachers will utilize technology such as LCD projectors and Mimio.

TA Opportunity 1

LCD Projectors, Mimio

Facilitator

Classroom Teacher

Participants

Students

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

G4. 70% of kindergarten bound students will recognize 50% of the uppercase letters.

G4.B1 The Wakulla Prekindergarten enrolls a group of "at risk" students annually. This requires a program rich in language development and literacy awareness.

G4.B1.S2 Teachers will utilize technology such as LCD projectors and Mimio

TA Opportunity 1

LCD Projectors, Mimio

Facilitator

Classroom Teacher

Participants

Students

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

VII. Budget

Wakulla - 0072 - District Pre K Programs - 2017-18 SIP
District Pre K Programs

1	G1.B1.S1.A1	Creative Curriculum				\$0.00
2	G1.B1.S1.A2	Beyond Centers and Circle Time Portfolios				\$0.00
3	G1.B1.S1.A3	Kagan Strategies				\$0.00
4	G1.B1.S2.A1	LCD Projectors, Mimio				\$0.00
5	G1.B1.S3.A1	Professional Development				\$0.00
6	G2.B1.S1.A1	Beyond Centers and Circle Time Curriculum				\$0.00
7	G2.B1.S1.A2	Walk through and scheduled observations				\$0.00
8	G2.B1.S1.A3	Teacher surveys and parent surveys				\$0.00
9	G2.B1.S2.A1	LCD Projectors, Mimio				\$0.00
10	G2.B1.S3.A1	Project Learning Tree activities and events				\$0.00
11	G2.B1.S3.A2	Walk through observations and scheduled observations				\$0.00
12	G3.B1.S1.A1	Creative Curriculum				\$0.00
13	G3.B1.S1.A2	Beyond Centers and Circle Time Portfolios				\$0.00
14	G3.B1.S1.A3	Kagan Strategies				\$0.00
15	G3.B1.S2.A1	LCD Projectors, Mimio				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	120-Classroom Teachers	0072 - District Pre K Programs	School Improvement Funds		\$1,200.00
<i>Notes: Replacement bulbs and projectors for classroom use.</i>						
16	G3.B1.S3.A1	Project Learning Tree activities and events				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	120-Classroom Teachers	0072 - District Pre K Programs	School Improvement Funds		\$300.00
17	G3.B1.S3.A2	Walk throughs and scheduled observations				\$0.00
18	G4.B1.S1.A1	Beyond Centers and Circle Time Curriculum				\$0.00
19	G4.B1.S1.A2	Walk through and scheduled observations				\$0.00
20	G4.B1.S1.A3	Teacher surveys and parent surveys				\$0.00
21	G4.B1.S2.A1	LCD Projectors, Mimio				\$0.00
22	G4.B1.S3.A1	Professional Development				\$0.00
					Total:	\$1,500.00