District Pre K Programs

2018-19 Schoolwide Improvement Plan

Table of Contents

District Pre K Programs

87 ANDREW J HARGRETT SR RD, Crawfordville, FL 32327

https://wec.wakullaschooldistrict.org/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK	No	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Kelley, Laura	Principal
Lewis, Nancy	Teacher, PreK
Williams, Toyia	Teacher, PreK
Chunn, Eva	Teacher, PreK

Duties

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 and school principal. 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 Advisory Council.

Early Warning Systems

Year 2017-18

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

Year 2016-17 - Updated

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

According to the Wakulla Pre-Kindergarten Checklist administered at the end of 2017-2018, Non-Kindergarten bound students performed the lowest on recognizing 4 basic shapes (57% mastery). Kindergarten bound students performed the lowest on recognizing 13 uppercase letters (86% mastery).

Which data component showed the greatest decline from prior year?

The lowest component, according to the Wakulla Pre-Kindergarten Checklist, was shape recognition.

Which data component had the biggest gap when compared to the state average?

Wakulla Pre-K does not administer statewide assessments for comparison.

Which data component showed the most improvement? Is this a trend?

According to the Wakulla Pre-Kindergarten Checklist administered at the end of 2017-2018, 100% Non-Kindergarten bound students were able to recognize 5 or more colors and rote count 1 to 5. 100% of Kindergarten bound students were able to rote count 1 to 10.

Describe the actions or changes that led to the improvement in this area.

Differentiated and small group instruction, collaborative lesson planning, and targeted skill skill center activities.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	64%	56%	0%	59%	52%
ELA Learning Gains	0%	59%	55%	0%	58%	52%
ELA Lowest 25th Percentile	0%	49%	48%	0%	51%	46%
Math Achievement	0%	64%	62%	0%	65%	58%
Math Learning Gains	0%	60%	59%	0%	63%	58%
Math Lowest 25th Percentile	0%	51%	47%	0%	47%	46%
Science Achievement	0%	64%	55%	0%	64%	51%

EWS Indicators as Input Earlier in the Survey	

Indicator	Grade Level (prior year reported)	Total
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	
Course failure in ELA or Math	0 (0)	
Level 1 on statewide assessment	0 (0)	

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increasing Preschool Readiness Skills
Rationale	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 which are linked to school readiness skills.
Intended Outcome	70% of returning students will recognize 5 of the basic colors and their first name in print.
Point Person	Laura Kelley (laura.kelley@wcsb.us)
Action Step	
Description	Specialized large and small group instruction, interactive technology, collaborative lesson planning groups, and targeted skill center activities such as: color bingo, sorting by color, I Spy, music and movement songs.
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)
Plan to Monitor Effectiveness	
Description	Beyond Centers and Circle Time Developmental Checklist, Classroom Walk - Through and IEP Progress Reports
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

Activity #2	
Title	Increasing Preschool Readiness Skills
Rationale	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 which are linked to school readiness skills.
Intended Outcome	70% of returning students will rote count to 5 and recognize 4 basic shapes.
Point Person	Laura Kelley (laura.kelley@wcsb.us)
Action Step	
Description	Specialized large and small group instruction, interactive technology, collaborative lesson planning groups, and targeted skill center activities such as: shape charts, pattern blocks, shape bingo, puzzles,magnetic building shapes, and 3D shapes
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)
Plan to Monitor Effectiveness	
Description	Beyond Centers and Circle Time Developmental Checklist, Classroom Walk - Through and IEP Progress Reports
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

Activity #3	
Title	Increasing Preschool Readiness Skills
Rationale	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 which are linked to school readiness skills
Intended Outcome	70% of the kindergarten bound students will rote count to 10 and demonstrate an understanding of number concepts by making a set of 5 or more with manipulatives
Point Person	Laura Kelley (laura.kelley@wcsb.us)
Action Step	
Description	Specialized large and small group instruction, interactive technology, collaborative lesson planning groups, and targeted skill center activities such as: calendar, number charts, counting manipulatives such as bears and erasers, music and movement songs, measuring cups, balance scales, Unifix cubes, graphing for comparing and contrasting
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)
Plan to Monitor Effectiveness	
Description	Beyond Centers and Circle Time Developmental Checklist, Classroom Walk - Through and IEP Progress Reports
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

Activity #4	
Title	Increasing Preschool Readiness Skills
Rationale	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 which are linked to school readiness skills
Intended Outcome	70% of kindergarten bound students will recognize 50% of the uppercase letters.
Point Person	Laura Kelley (laura.kelley@wcsb.us)
Action Step	
Description	Specialized large and small group instruction, interactive technology, collaborative lesson planning groups, and targeted skill center activities: flashcards, letter wall cards, music and movement songs, mimio activities, letter puppets, abc bingo, classroom listening centers, classroom and school library
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)
Plan to Monitor Effectiveness	
Description	Beyond Centers and Circle Time Developmental Checklist, Classroom Walk - Through and IEP Progress Reports
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

Activity #5	
Title	Parent Involvement
Rationale	Student success is linked to parent involvement.
Intended Outcome	80% of parents will attend at least one parent involvement activity throughout the school year to promote student success.
Point Person	Laura Kelley (laura.kelley@wcsb.us)
Action Step	
Description	Open House, IEP Meetings, Parent - Teacher Conferences, Classroom Parties, School Wide Activities such as: Johnny Appleseed Day, Trunk-or-Treat, POW WOW, Family Fun Day, Grandparent Luncheon, Volunteer Orientation, Graduation as well as 2 Family Night Book Fairs
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)
Plan to Monitor Effectiveness	
Description	Sign in sheets, Parent Climate Survey
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

Part IV: Title I Requirements

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

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

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.

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

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 in the Sensory Room, 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.

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.

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.

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

Part V: Budget	
Total:	**$381.80**