District Pre K Programs

2019-20 Schoolwide Improvement Plan

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District Pre K Programs

87 ANDREW J HARGRETT SR RD, Crawfordville, FL 32327

https://wec.wakullaschooldistrict.org/

Demographics

Principal: Louis Hernandez

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK	No	%

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

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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. 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	Job Duties and Responsibilities
Kelley, Laura	Principal	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. Other team meetings are held according to the nature and needs of the agenda items.
Williams, Toyia	Teacher, PreK	
Chunn, Eva	Teacher, PreK	
Thigpin, Kimberly	Teacher, PreK	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	68%	57%	0%	61%	55%
ELA Learning Gains	0%	59%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	47%	53%	0%	55%	52%
Math Achievement	0%	68%	63%	0%	66%	61%
Math Learning Gains	0%	69%	62%	0%	67%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	55%	51%
Science Achievement	0%	56%	53%	0%	60%	51%

<table>
<tr><td colspan="3" align="center">EWS Indicators as Input Earlier in the Survey</td></tr>
<tr><td align="center">Indicator</td><td align="center">Grade Level (prior year reported)</td><td align="center">Total</td></tr>
<tr><td>Number of students enrolled</td><td align="center">0 (0)</td><td></td></tr>
<tr><td>Attendance below 90 percent</td><td align="center">0 (0)</td><td></td></tr>
<tr><td>One or more suspensions</td><td align="center">0 (0)</td><td></td></tr>
<tr><td>Course failure in ELA or Math</td><td align="center">0 (0)</td><td></td></tr>
<tr><td>Level 1 on statewide assessment</td><td align="center">0 (0)</td><td></td></tr>
</table>

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the Pre-Kindergarten Checklist administered at the end of 2018-2019, Non-Kindergarten bound students performed the lowest on recognizing 4 basic shapes (38% mastery). Kindergarten bound students performed the lowest on demonstrating an understanding of number concepts by making a set of 5 or more manipulatives (92% mastery).

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

According to the Wakulla Pre-Kindergarten Checklist administered at the end of 2018-2019, 86% Non-Kindergarten bound students were able to recognize 5 basic colors, 69% were able to recognize their name in print and 73% were able to rote count to 5. 100% of the Kindergarten bound students were able to rote count to 10 and recognize 50% of the uppercase letters.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

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

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

1.For Non-Kindergarten bound students recognizing 5 of the basic colors and their name in print.
2.For Non-Kindergarten bound students recognizing 3 of the basic shapes and will rote count to 5.
3.For Kindergarten bound students rote counting to 10 and demonstrating an understanding of number concepts

by making a set of 5 manipulatives.

4. For Kindergarten bound students recognizing 50% of the uppercase letters.

5. 80% of parents will attend at least one parent involvement activity throughout the school year to promote

student success.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increasing Preschool Readiness Skills - Counting & Shapes
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.
State the measurable outcome the school plans to achieve	70% of returning students will rote count to 5 and recognize 3 basic shapes.
Person responsible for monitoring outcome	Laura Kelley (laura.kelley@wcsb.us)
Evidence-based Strategy	Teachers will continue to use developmentally appropriate practices utilizing Creative Curriculum to enhance logical thinking an mathematical skills.
Rationale for Evidence-based Strategy	Developmentally appropriate curriculum gives students the opportunity to succeed. Creative Currculum, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk - Through and Scheduled Observations, and IEP Progress Reports.

Action Step

Description	1. Specialized large and small group instruction 2. Interactive technology 3. Collaborative lesson planning groups 4. Targeted skill center activities such as: shape charts, pattern blocks, balance scales, measuring cups, calendar, unifix cubes, graphing for compare and contrast, puzzles, magnetic building shapes and 3D shapes.
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

#2	
Title	Increasing Preschool Readiness Skills - Colors & Name Recognition
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.

State the measurable outcome the school plans to achieve	70% of returning students will recognize 5 of the basic colors and their first name in print.
Person responsible for monitoring outcome	Laura Kelley (laura.kelley@wcsb.us)
Evidence-based Strategy	Teachers will continue to use developmentally appropriate practices utilizing Creative Curriculum to enhance logical thinking and mathematical skills.
Rationale for Evidence-based Strategy	Developmentally appropriate curriculum gives students the opportunity to succeed. Creative Curriculum, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk - Through and Scheduled Observations, and IEP Progress Reports.

Action Step	
Description	1. Specialized large and small group instruction 2. Interactive Technology 3. Collaborative lesson planning groups 4. Targeted skill center activities such as: color bingo, sorting by color, I Spy 5. Music and Movement Songs
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

#3	
Title	Increasing Preschool Readiness Skills - Number Concepts
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.
State the measurable outcome the school plans to achieve	70% of the kindergarten bound students will rote count to 10 and demonstrate an understanding of number concepts by making a set of 5 manipulatives.
Person responsible for monitoring outcome	Laura Kelley (laura.kelley@wcsb.us)
Evidence-based Strategy	Teachers will continue to use developmentally appropriate practices utilizing Creative Curriculum to enhance logical thinking and mathematical skills.
Rationale for Evidence-based Strategy	Developmentally appropriate curriculum gives students the opportunity to succeed. Creative Currculum, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk - Through and Scheduled Observations, and IEP Progress Reports.
Action Step	
Description	1. Specialized large and small group instruction 2. Interactive technology 3. Collaborative lesson planning groups 4. Targeted skill center activities such as: calendar, number charts, counting manipulatives such as: bears and erasers, measuring cups, balance scales, Unifix cubes, graphing for comparing and contrasting. 5. Music and movement songs
Person Responsible	Laura Kelley (laura.kelley@wcsb.us)

#4	
Title	Increasing Preschool Readiness Skills - Print Knowledge
Rationale	The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to logical thinking skill and mathematical reasoning which are linked to school readiness.
State the measurable outcome the school plans to achieve	70% of kindergarten bound students will recognize 50% of the uppercase letters.
Person responsible for monitoring outcome	Laura Kelley (laura.kelley@wcsb.us)
Evidence-based Strategy	Teachers will continue to use developmentally appropriate practices utilizing Creative Curriculum to enhance logical thinking and mathematical skills.
Rationale for Evidence-based Strategy	Developmentally appropriate curriculum gives students the opportunity to succeed. Creative Currculum, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk - Through and Scheduled Observations, and IEP Progress Reports.
Action Step	
Description	1. Specialized large an small group instruction 2. Interactive technology/mimio activities 3. Collaborative lesson planning groups 4. Targeted skill center activities: flashcards, letter wall cards, letter puppets, abc bingo, classroom listening centers, classroom and school library 5. Music and movement songs
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Parent Involvement:
Parents provide input at quarterly meetings and input is also sought via school climate survey which is conducted in the spring. 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. In 2019-2020, 80% of parents will attend at least one parent involvement activity throughout the school year to promote student success.

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 Schoolwide Improvement Plan 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.

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. In 2019-2020, 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 school.

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