

Wakulla County Schools

District Pre K Programs



2020-21 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: 7/1/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 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
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 is pending approval by the Wakulla County School Board.

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)	2019-20 Title I School	2019-20 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

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hernandez, Louis	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.
Chunn, Eva	Teacher, PreK	
Williams, Toyia		
Ward, Ashley	Teacher, PreK	

Demographic Information

Principal start date

Wednesday 7/1/2020, Louis Hernandez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 Status (per MSID File)	Active
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Support Tier	
ESSA Status	
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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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	0%	52%	51%	0%	55%	51%
Science Achievement	0%	56%	53%	0%	60%	51%

EWS Indicators as Input Earlier in the Survey		
Indicator	Grade Level (prior year reported)	Total
	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

2019 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 2017-18	C & C Accel 2017-18

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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 Florida Voluntary Prekindergarten (VPK) Assessment, administered at the beginning of 2019 - 2020, kindergarten bound students performed the lowest on oral language (30%) and phonological awareness (58%).

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 Florida Voluntary Prekindergarten (VPK) Assessment, was oral language.

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 Florida Voluntary Prekindergarten (VPK) Assessment, administered at the beginning of 2019 - 2020, kindergarten bound students performed the highest on print knowledge (84%) and mathematics (86%)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Differentiated and small group instruction, collaborative lesson planning, and targeted 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. Kindergarten bound students will score within expectations on the mathematic section on the FL VPK Assessment.
4. Kindergarten bound students will score within expectations on the oral language section on the FL VPK Assessment.
5. Parents will attend at least one parent involvement activity throughout the school year to promote school success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Increasing Preschool Readiness Skills - Counting & Shapes
Description and 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.
Measurable Outcome:	70% of returning students will rote count to 5 and recognize 3 basic shapes. According to The Florida Early Learning Developmental Standards, typical 3 and 4 year olds are able to count and identify the number sequence "1 to 10," and recognizes and names typical shapes (circle, square, triangle and rectangle).
Person responsible for monitoring outcome:	Louis Hernandez (louis.hernandez@wcsb.us)
Evidence-based Strategy:	Teachers will continue to use developmentally appropriate practices utilizing The Big Day Curriculum to enhance logical thinking an mathematical skills.
Rationale for Evidence-based Strategy:	Developmentally appropriate curriculum gives students the opportunity to succeed. The Big Day Curriculum, VPK Assessment, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk - Through and Scheduled Observations, and IEP Progress Reports.

Action Steps to Implement

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** Louis Hernandez (louis.hernandez@wcsb.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Increasing Preschool Readiness Skills - Colors & Name Recognition

Area of Focus
Description and 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.

Measurable Outcome: 70% of returning students will recognize 5 of the basic colors and their first name in print. According to the Florida Early Learning Developmental Standards, typical 3 and 4 year olds are beginning to show interest in letters, especially the letters in their names.

Person responsible for monitoring outcome: Louis Hernandez (louis.hernandez@wcsb.us)

Evidence-based Strategy: Teachers will continue to use developmentally appropriate practices utilizing The Big Day Curriculum to enhance logical thinking and mathematical skills.

Rationale for Evidence-based Strategy: Developmentally appropriate curriculum gives the opportunity to succeed. The Big Day Curriculum, Florida's VPK Assessment, Wakulla Pre-Kindergarten Checklist Student Data, Class Walk-Through and Scheduled Observations, and IEP Progress Reports.

Action Steps to Implement

1. Specialized large and small group instruction
2. Interactive Technology
3. Collaborative lesson planning groups
4. Targeted skills center activities such as: color bingo & sorting by color
5. Music and Movement Songs

Person Responsible Louis Hernandez (louis.hernandez@wcsb.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Increasing Preschool Readiness Skills - Counting & Shapes
Description and 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.
Measurable Outcome:	70% of Kindergarten bound students will score within expectations on the mathematic section on the Florida Department of Education VPK Assessment.VPK Assessment.
Person responsible for monitoring outcome:	Louis Hernandez (louis.hernandez@wcsb.us)
Evidence-based Strategy:	Teachers will continue to use developmentally appropriate practices utilizing The Big Day Curriculum to enhance logical thinking and mathematical skills.
Rationale for Evidence-based Strategy:	Developmentally appropriate curriculum gives students the opportunity to succeed. The Big Day Curriculum, Florida VPK Assessment, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk-Through and Scheduled Observations, and IEP Progress Reports.

Action Steps to Implement

1. Specialized large group 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 Louis Hernandez (louis.hernandez@wcsb.us)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Increasing Preschool Readiness Skills - Oral Language
Description and Rationale:	The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to oral language/vocabulary skills and mathematical reasoning which are linked to school readiness. skills.
Measurable Outcome:	70% of Kindergarten Bound Students will score within expectations on the oral language section on the Florida Department of Education VPK Assessment.
Person responsible for monitoring outcome:	Louis Hernandez (louis.hernandez@wcsb.us)
Evidence-based Strategy:	Teacher will continue to use developmentally appropriate practices utilizing The Big Day Curriculum to enhance oral language and vocabulary skills.
Rationale for Evidence-based Strategy:	Developmentally appropriate curriculum gives students the opportunity to succeed. The Big Day Curriculum, Florida Department of Education VPK Assessment, Wakulla Pre-Kindergarten Checklist Student Data, Classroom Walk-Through and Scheduled Observations, and IEP Progress Reports.

Action Steps to Implement

1. Specialized large and small group instruction
2. Interactive technology/mimio activities
3. Collaborative lesson planning groups
4. Targeted skill circle & story activities: focus on Oral Language activities, rhyming and sound awareness activities, songs, rhyming games, and nursery rhymes.
5. Music & movement songs and classroom library.

Person Responsible Louis Hernandez (louis.hernandez@wcsb.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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. 2019-2020, 80% of parents will attend at least one parent involvement activity throughout the school year to promote student success.

Due to COVID-19 restrictions, parent involvement has been modified to reflect these restrictions given by the Health Department. As restrictions relax, activities will begin being offered at various times (daytime and evening) in which parents can participate.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 2020 - 2021, 80% of parents will attend at least one parent involvement activity throughout the school year to promote student success.

Due to COVID-19 restrictions, parent involvement has been modified to reflect these restrictions given by the Health Department. As restrictions relax, activities will begin being offered at various times (daytime and evening) in which parents can participate.

Parent Family and Engagement Plan (PFEP) Link

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