District Pre K Programs

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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)	**2020-21 Title I School**	**2020-21 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

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

Name	Position Title	Job Duties and Responsibilities
Hernandez, Louis	Principal	Louis Hernandez is the Principal and is part of the school-based Leadership Team that reviews the assessment data that reflects the need for current goals and instructional strategies that will be used to meet the defined goals.
Chunn, Eva	Teacher, PreK	Eva Chunn (Chair) is part of the school-based Leadership Team that reviews the assessment data that reflects the need for current goals and instructional strategies that will be used to meet the defined goals.
Williams, Toyia	Teacher, PreK	Toyia Williams is part of the school-based Leadership Team that reviews the assessment data that reflects the need for current goals and instructional strategies that will be used to meet the defined goals.
Stanley, Amber	Teacher, PreK	Amber Stanley is part of the school-based Leadership Team that reviews the assessment data that reflects the need for current goals and instructional strategies that will be used to meet the defined goals.
Peeples, DeeAnn	Assistant Principal	DeeAnn Peeples is part of the school-based Leadership Team that reviews the assessment data that reflects the need for current goals and instructional strategies that will be used to meet the defined goals.

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

Total number of students enrolled at the school

248

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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**	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					68%	57%		64%	56%
ELA Learning Gains					59%	58%		59%	55%
ELA Lowest 25th Percentile					47%	53%		49%	48%
Math Achievement					68%	63%		64%	62%
Math Learning Gains					69%	62%		60%	59%
Math Lowest 25th Percentile					52%	51%		51%	47%
Science Achievement					56%	53%		64%	55%

Grade Level Data Review - State Assessments
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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

VPK Assessment, and the Wakulla Pre-Kindergarten Checklist.

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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	

ESSA Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the Florida Voluntary Prekindergarten (VPK) Assessment, administered at the beginning of 2020 - 2021, kindergarten bound students performed on print knowledge 86% proficient, phonological awareness 98% proficient, mathematics 98% proficient and oral language 100% proficient .

According to the Wakulla Pre-Kindergarten Checklist, administered at the beginning of 2020 - 2021, non - kindergarten bound students performed at 78% overall mastery and scored lowest in letter recognition and highest in color recognition.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the Florida Voluntary Prekindergarten (VPK) Assessment, administered at the beginning of 2020 - 2021, kindergarten bound students performed the lowest on print knowledge (86%) and phonological awareness (98%)/mathematics (98%).

According to the Wakulla Pre-Kindergarten Checklist administered at the beginning of 2020 - 2021, non - kindergarten bound students scored lowest in letter recognition.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Letter recognition is one of the hardest concepts for 3 year old students to master. Limited exposure to print before starting school is why it is considered to be a targeted skill area. The new actions that will be taken is more exposure during school, such as letters painted on the walls in the hallways for teachers to refer to throughout the day.

Print knowledge is a difficult concept for pre-kindergarten children to master. Again, it is the limited exposure to print materials that contribute to this deficiency. Targeted instructional strategies will continue to emphasize print knowledge through the use of big books, trade books, and the Big Day curriculum.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the Florida Voluntary Prekindergarten (VPK) Assessment, administered at the beginning of 2020 - 2021, kindergarten bound students performed the highest on oral language at 100% proficient .

According to the Wakulla Pre-Kindergarten Developmental Profile, administered at the beginning of 2020 - 2021, non - kindergarten bound students performed highest in color recognition.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Implementation of a unified curriculum, the Big Day curriculum; Differentiated and small group instruction; Collaborative lesson planning; Targeted skill center activities.

What strategies will need to be implemented in order to accelerate learning?

Students who have mastered letter recognition and print knowledge will continue to build strong foundational skills in phonemic awareness through blending and segmenting letter sounds.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

A sustained focus in training teachers, new and veteran, on the Big Day Curriculum and Early Learning Standards. Kagan Structures for Little Ones will be offered to increase student engagement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continued implementation of Big Day Curriculum for 21-22, while reviewing possible new curriculum option for the upcoming years to ensure alignment of standards-based teaching.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
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.
Measurable Outcome:	Maintain or increase the percentage (98%) of Kindergarten bound students will score within expectations on the mathematic section on the Florida Department of Education VPK Assessment (VPK Assessment). Maintain or increase the percentage of returning Students will rote count to 10 and recognize 4 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 shapes (circle, square, triangle and rectangle).
Monitoring:	Teachers will use The Big Day Curriculum, VPK Assessment, Wakulla Pre-Kindergarten Checklist, Classroom Walk-Through and Scheduled Observations.
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:	Big Day Curriculum is aligned to the Florida Early Learning Standards.

Action Steps to Implement

Specialized large and small group instruction on early numeracy skills.

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

Interactive technology (Mimio Boards and i-pads) through educational apps such as ABC Mouse, Khan Academy for Kids, and PBS Kids, to increase student engagement.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Collaborative lesson planning groups to analyze student data and create targeted, individualized learning paths for students.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

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	
Area of Focus Description and Rationale:	Increasing Preschool Readiness Skills - Name Recognition and Print Knowledge. The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to print that is foundational in building literacy skills. This was the lowest area on the VPK assessment.
Measurable Outcome:	Maintain or increase percentage (86%) of Kindergarten Bound students will score within expectations on the print knowledge section of the Florida Department of Education VPK Assessment. Students will be able to understand how print works in text. Maintain or increase percentage of returning students will recognize their first and last 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.
Monitoring:	The Big Day Curriculum, Florida's VPK Assessment, Wakulla Pre-Kindergarten Checklist, Class Walk-Through and Scheduled Observations.
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 name recognition and print knowledge.
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.

Action Steps to Implement

Targeted skills: holding a book correctly, reading from front to back and left to right, who the author and illustrator is, and students pretend to write by scribbling or writing marks on paper.

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

Interactive technology/Mimio activities (i-pads) through educational apps such as ABC Mouse, PBS Kids, Starfall, Teacher Your Monster to Read, Epic Books, ABCya, to increase student engagement.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Collaborative lesson planning groups to analyze data and create individualized learning paths for students with an emphasis in age appropriate standards implementation.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Environmental labeling to increase exposure to print.

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

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Increasing Preschool Readiness Skills - Oral Language The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to listening and speaking skills.
Measurable Outcome:	Maintain percentage (100%) of Kindergarten bound Students will score within expectations on the oral language section on the Florida Department of Education VPK Assessment.
Monitoring:	The Big Day Curriculum, Florida Department of Education VPK Assessment, Wakulla Pre-Kindergarten Checklist, Classroom Walk-Through and Scheduled Observations.
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 oral language and vocabulary skills. The Big Day Curriculum, Florida Department of Education VPK Assessment, Wakulla Pre-Kindergarten Checklist, Classroom Walk-Through and Scheduled Observations.
Rationale for Evidence-based Strategy:	Developmentally appropriate curriculum gives students the opportunity to succeed and aligns to the Florida Early Learning Standards.

Action Steps to Implement

Specialized large and small group instruction on the ability to effectively use oral language to communicate.

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

Interactive technology/Mimio activities (i-pad) through educational apps to increase student engagement and oral language skills.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Collaborative lesson planning groups to analyze data and create individualized learning paths for students with an emphasis in age appropriate standards.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Targeted skill circle & story activities: focus on Oral Language activities that promote vocabulary and communication skills.

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

Music & movement songs and classroom library.

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

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Increasing Preschool Readiness Skills - Phonological Awareness The Wakulla Prekindergarten enrolls a new group of "at risk" students annually. This requires a program rich in exposure to foundational skills necessary for literacy development.
Measurable Outcome:	Maintain or increase percentage (98%) of Kindergarten bound students will score within expectations on the phonological awareness section on the Florida Department of Education VPK Assessment.
Monitoring:	The Big Day Curriculum, Florida Department of Education VPK Assessment, Wakulla Pre-Kindergarten Checklist, Classroom Walk-Through and Scheduled Observations.
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 phonological awareness skills.
Rationale for Evidence-based Strategy:	Developmentally appropriate curriculum gives the opportunity to succeed. The Big Day Curriculum is aligned to the Florida Early Learning Standards.

Action Steps to Implement

Targeted skills: Producing rhyming words, clapping/counting syllables in words (e.g. computer- com-pu-ter),
recognizing/producing words with the same beginning sound (e.g. cat – cup), segmenting/blending words by onset/rime (e.g. s+un= sun), and blending 2 or 3 sounds to make a word (e.g. s_u_n = sun).

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

Interactive technology/mimio activities (i-pad) through educational apps such as ABC Mouse, Starfall, PBS Kids, ABCya, Epic Books, Teach a Monster to Read, to increase student engagement.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Collaborative lesson planning groups to analyze data and create individualized learning paths for students based on age appropriate standards.

Person Responsible	DeeAnn Peeples (deeann.peeples@wcsb.us)

Targeted skill center activities such as: printable tile mats, rhyming dice, syllable cards for literacy activities, rhyming cards and letter sounds activity cards, increased word play.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We do not process referrals at the Pre-Kindergarten level. Part of student learning at the Pre-Kindergarten level is teaching the students appropriate behavior in the classroom through the use of the Second Step for Good Behavior curriculum. Wakulla Pre-K also contracts with Behavior Management Consultants to support students with severe behaviors. Looking forward, Wakulla Pre-k will be adding a behavioral support class to meet the needs of students with sever behavioral disabilities.

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.

Pre-COVID, parents were 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.

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.

Currently, parents attend IPE meetings and staffings, School Advisory Council meetings, and can attend virtual webinars to support students with special needs.

Second Steps for Good Behavior is implemented schoolwide as a holistic approach to building a supportive community for every child through social-emotional learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents - Support their child's education by attending parent/teacher conferences, IEP meetings, and school sponsored events.
Teachers - Implement standards-based instruction and communicate with other stakeholders regarding student progress.

Students - Following rules, appreciating others, having a positive attitude, coming to school to learn.
Community - Health screenings, funding, webinars/outreach
School Leaders - Facilitate all activities related to student success.