District Pre K Programs

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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)	**2021-22 Title I School**	**2021-22 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	22%

School Grades History

Year

Grade

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
Stanley, Amber	Teacher, PreK	Amber Stanley is part of the school-based Leadership Team that reviews that 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 Peoples 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 defied goals.

Demographic Information

Principal start date
Wednesday 7/1/2020, Louis Hernandez

Number of teachers with a 2022 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 2022 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

13

Total number of students enrolled at the school

226

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Part III: Planning for Improvement

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 end of the 2021 - 2022 school year, kindergarten bound students performed on print knowledge 78% proficient, phonological awareness 88% proficient, mathematics 90% proficient and oral language 96%.

According to the Wakulla Pre-Kindergarten Checklist, administered at the end of the 2021 - 2022 school year, 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 2022 state assessments, demonstrate the greatest need for improvement?

According to the Florida Voluntary Prekindergarten (VPK) Assessment, administered at the beginning of 2022 - 2023, kindergarten bound students performed the lowest on print knowledge (78%) and phonological awareness (88%)/mathematics (90%).

According to the Wakulla Prekindergarten Checklist administered at the beginning of 2022 - 2023, 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 2022 state assessments, showed the most improvement?

According to the Florida Voluntary Prekindergarten (VPK) Assessment, administered at the end of 2021-2022, kindergarten bound students performed the highest on oral language at 96% proficient. According to the Wakulla Pre-Kindergarten Developmental Profile, administered at the end of the 2021 - 2022, 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 22-23, while reviewing possible new curriculum option for the upcoming years to ensure alignment of standards-based teaching.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Maintain or increase the percentage (90%) of Kindergarten bound students will score on level (650) on the numbers and operations section of the Early Star Literacy Assessment. Maintain or increase the percentage of returning students will rote count to 10 and recognize recognize 4 basic shapes will be maintained or increase as determined by their performance on the Wakulla Pre-Kindergarten Checklist. 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: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will use The Big Day Curriculum, STAR Early Literacy, Wakulla Pre-Kindergarten Checklist, Classroom Walk-Through and Scheduled Observations.
Person responsible for monitoring outcome:	Louis Hernandez (louis.hernandez@wcsb.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Big Day Curriculum is aligned to the Florida Early Learning Standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Specialized large and small group instruction on early numeracy skills.

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

Interactive technology (Smart Boards and i-pads) through educational apps such as ABC Mouse, and Khan Academy for 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: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Maintain or increase percentage (80%) of Kindergarten Bound students will on level (650) on the word knowledge and skills section of the STAR Early Literacy 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 will be maintained or increase as determined by their performance on the Wakulla Pre-K Checklist. 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: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Big Day Curriculum, STAR Early Literacy, Wakulla Pre-Kindergarten Checklist, Class Walk-Through and Scheduled Observations.
Person responsible for monitoring outcome:	Louis Hernandez (louis.hernandez@wcsb.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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/Smart Board activities (i-pads) through educational apps such as ABC Mouse, PBS Kids, Starfall, Teach Your Monster to Read, Epic Books, ABC ya, 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: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Maintain or increase the percentage (90%) of Kindergarten bound students scoring at or above 50 percent mastery on the Phonemic Awareness strand of the STAR Early Literacy Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Big Day Curriculum, Early Star Literacy 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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will continue to use developmentally appropriate practices utilizing The Big Day Curriculum to enhance comprehension strategies and constructing meaning skills.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	A developmentally appropriate curriculum gives the opportunity to succeed. The Big Day Curriculum is aligned to the Florida Early Learning Standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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).

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

Interactive technology/Smart Board acitvities (i-pads) 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, and increased word play.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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, 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 2022 - 2023, 80% of parents will attend at least one parent involvement activity throughout the school year to promote student success.

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

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.