

Polk County Public Schools

Wahneta Elementary School



2017-18 Schoolwide Improvement Plan

Wahneta Elementary School

205 4TH ST E, Winter Haven, FL 33880

<http://schools.polk-fl.net/wahnetael>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Wahneta Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The purpose of Wahneta Elementary is to ensure that all students become productive citizens who are life-long learners with choices in life.

b. Provide the school's vision statement.

Wahneta Elementary students will attend school daily, come to school prepared, and follow school-wide rules and policies. The curriculum and instruction will meet the needs of every individual student, including students with disabilities and limited English proficient students, by providing additional academic assistance through small grouping, tutoring, extended day activities, and differentiated instruction in a challenging and nurturing environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

School establishes an open and welcoming environment where parents are communicated to frequently. Events such as back to school night, open house, STEAM night provide relationship building opportunities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Open invitation to visit guidance and administration. Teachers are stationed on duty in morning and afternoon. Students are trained in policies and procedures for identifying and communicating bullying concerns to adults. Teachers implement PBS strategies to model and hold students accountable to being a part of environment of respect.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

PBS structures delineate appropriate teacher and office managed behaviors. procedures including a flowchart provides opportunities for various levels of remediation both inside and outside of the classroom. All classrooms have PBS folders to assist with expectations.

d. 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.

Wahneta provides groups for social skills and anger management. Check-in and Check-out systems are put in place to meet student needs. All student concerns are addressed promptly and with any needed documentation and/or intervention. We arrange vision screening, health and hygiene help and provide for any basic needs such as food or clothing issues.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. 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	10	9	5	10	6	5	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	8	1	0	0	6	3	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	32	38	27	0	0	0	0	0	0	0	97
Over-age 2 or more years for the grade level	0	1	0	3	3	1	0	0	0	0	0	0	0	8
	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	3	2	0	0	0	0	0	0	0	0	5

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students are serviced according to truancy guidelines to support adequate attendance. Academic supports are planned for in classrooms/Tier 2 and students are also targeted for individual intervention by the Math Interventionist and Para's.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

See my Title I Parent Involvement Plan

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Wahneta Elementary continues to build relationships with staff, parents and community partners while addressing the needs of Wahneta students. Parents, Community Partners and Staff are invited to SAC meetings regularly and they vote on many school based decisions. They are also involved in creating the School Improvement Plan.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hall, Susan	Instructional Media
Thomas, Julie	Instructional Coach
Vanorsdale, Barbara	Other
White, Sherryl	School Counselor
Caraballo, Nildalis	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, reviews implementation of intervention support and documentation, assesses the needs for adequate professional development to support MTSS /RtI implementation, and communicates with parents regarding school-based MTSS /RtI plans and activities.

Assistant Principal: Maintains records related to discipline, attendance and students receiving interventions. Develops behavior and attendance contracts with students and parents. Links information to PBS team. Coordinates professional development for staff members and keeps PLC records.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach - Reading: Develops, leads, and evaluates school core content standards/ programs during collaborative planning with teachers; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation

monitoring.

Instructional Coach – Math: Develops, leads, and evaluates school core content standards/ programs during collaborative planning; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech-Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. 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.

The Leadership Team will meet weekly (Mondays) to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention. The team will meet with grade level teachers to discuss area of concern and plan a way to meet the needs of the students.

The major initiatives of the PSLT for the 2016-2017 school year are:

- Behavior support (with the PBS team) including safety and discipline.
- Academic Support (with the Curriculum Team) for literacy, math, science and writing.
- Attendance – with the goal of reducing ISS, OSS and tardies.

Academic Intervention Referrals – the team will work to see that students referred for SWD and ALPHA screening receive services in a timely manner.

Title I, Part A

Services are provided to ensure that students requiring additional remediation receive additional instruction through the extended learning program. The school utilizes funds to hire needed personnel and purchase needed instructional materials. The district provides professional development to teachers and staff as needed. Wahneta Elementary also uses funds to promote parent and community involvement in the school, as well as for kindergarten readiness. We also use funds to supports after-school and summer instructional programs.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents/ The liaison coordinates with Title I and other programs to ensure student needs are met. The school personnel refer students and

their families to Migrant Services for aid. Wahneta Elementary provides office space to Migrant Liaison staff and a Migrant Community Center for parents. Wahneta has one paraprofessionals paid for out of Title I migrant funds. The two work every day with our migrant students and log what they have done with each student daily.

Title I, Part D

Services are coordinated with the district Drop-Out Prevention Program, as needed.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplemental education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Wahneta Elementary are used for the purchase of new technology for classrooms such as SmartBoards, computer projectors and document cameras.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL students. These para educators work with our LY students on foundational skills to bridge the literacy gap with our students.

Title X- Homeless

District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Wahneta Elementary has a bully-free zone policy. The school counselor provides education to students on violence prevention and safety practices, as well as counseling and support as needed. School-Student-Patrols aid in maintaining a violence-free environment in the school.

Nutrition Programs

100% of Wahneta Elementary students are part of the free/reduced school meals program. The program serves breakfast and lunch to all students.

Housing Programs

District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Migrant Liaison also assists families in locating a residence.

Head Start

Wahneta Elementary sponsors Head Start units on-campus. The Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives, Inc. Child Find is available to assist families of preschoolers with low readiness rates.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Christina Sudduth	Parent
Barbara VanOrsdale	Teacher
Santos Saucedo	Parent
Nildalis Caraballo	Principal
Fidalia Lora	Parent
Nayeli Martinez	Parent
Sylvia Lora	Parent
Olga Valles	Parent
	Principal
Marlene Taveras	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Will occur at first SAC meeting September 22, 2017.

b. Development of this school improvement plan

The School Improvement Plan is always on the agenda for our first SAC meeting. We discuss in detail the changes made in the formation of the SIP. We go over test results and staff changes and ask for suggestions and input to assist us in the development of the plan. We discuss the progress of the plan as the year progresses.

Parents are invited to attend our SAC meeting on September 22, 2017 to review the SIP.

c. Preparation of the school's annual budget and plan

Will occur at first SAC meeting of this year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We have been targeting technology and teacher inservice for the use of our school improvement funds. Our students need to be using technology every day. Our teachers need to be up on the latest strategies to assist our students in their achievement and proficiency growth.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

It will be uploaded when completed.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Thomas, Julie	Instructional Coach
Hall, Susan	Instructional Technology
Jeter, Kimberly	Teacher, K-12
Taveras, Marlene	Teacher, K-12
Thompson, Caitlin	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- Teachers will be responsible for determining the instructional focus of whole group lessons and small group differentiated instruction based on State standards and levels of cognitive complexity.
- Benchmarks assessments aligned with defined learning outcomes will begin being developed and implemented to assist in identifying students' strengths and weaknesses.
- The pacing for the instruction will be reviewed at PLC grade level meetings with respect to alignment with district provided learning maps and the amount of time available before FSA testing to ensure that all benchmarks are taught and reviewed.
- The administrative team; Principal, Assistant Principal, Reading and Math coaches, and writing resource teacher, will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conducting meetings with teachers to discuss all of the information collected.
- All staff members will participate in professional learning communities and utilize the support of their colleagues during weekly meetings.
- An analysis of learning gains allowed the strongest (no new teachers) teachers to be paired with the weakest students.
- Using FSA scores, student learning gains helped the administration schedule teachers with students to prevent low-performing teachers from teaching the same class again.
- Teachers will begin utilizing classroom work and assessment data to find where students are struggling and their greatest needs, as well as strengths.
- Lessons selected by the instructional coaches will be aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FSA.
- Data will be examined and discussed between teacher and administration to ensure the effectiveness of the learning.

The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data notebooks and student portfolios will be utilized to provide evidence of instruction, assessment and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching and re-assessing.

Other members of the team represented by grade levels are;

K-Hunter
1-Acuna
2-Pirke
3-Jeter
4-Thomas
5-Hernandez
Hall

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Common planning time promotes collegiality. The leadership team meets weekly with each grade level during PLC time. Collaborative planning for reading occurs weekly and bi-weekly for Math. Teachers are encouraged during all other common planning opportunities to focus on teaching strategies, aligned resources and assessments, and analysis of data to drive instructional planning and small groups/center time. Classroom observations and data visits will be analyzed to provide additional conversation topics, instructional focus, and professional development.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Every year we use the Polk County Recruitment System to interview highly qualified personnel. The principal and/or assistant principal reviews the applications and establishes interview times. The interviews are conducted by the administrative team and a candidate is picked based on the responses to the questions asked. The hired teacher is teamed up with the grade level and supported by the team of teachers. The instructional coaches also help mentor all new teachers to answer questions in a timely manner and assist them in any way possible. All new teachers will be provided a binder to support and help direct their instructional focus around State standard requirements. Also, new teachers attend a training on campus to assist with understanding expectations, technology programs and viewing the campus. A mentoring program has also been established to assist teachers with needs. In addition, the District also has provided a mentor for four of our new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The new teachers are mentored by the instructional coaches. They both have educational leadership certification. They work well modeling and coaching our new teachers to help them settle in, adjust and become a productive member of the team.

Teachers are also provided with mentors from other grade levels to establish relationships and assist with support as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

During collaborative planning with coaches and administration discussions around any disconnections between Standard expectations and task alignment, and/or assessments, are addressed and corrected. Also, coaches are providing consistent support/ feedback to teachers during review of lesson plans, to ensure stand and task are aligned.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

We use a combination of prior year standardized test data, current year FAIR data, STAR Early Literacy, district writing assessments, math module assessments and formative classroom assessments to meet student needs. Student groupings are differentiated and fluid based on continued examination of changes in data stemming from FAIR and formative assessments.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

K-5 reading instruction has been increased to remediate students during this time.

Strategy Rationale

This is an area of need and, as data shows us that there is an additional need for extended time in Reading, Math and Science. Teachers will use extended hours to assist students in areas of deficiencies in the area of Reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Caraballo, Nildalis, nildalis.caraballo@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring and formative assessment will help keep teachers informed of the students mastery of skills and need for additional instruction based on learning aligned with the new standards.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Wahneta has fifty-four students this year in the Head Start program. The Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives, Inc. Child Find is available to assist families of preschoolers with low readiness rates.

CDAT paraprofessionals screen children twice a year using the CORE assessment tool and The Ages and Stages, a developmental screen tool. Children are screened and totals are tallied to be sent to the district office to determine readiness rates. Children must score at a certain developmental

level according to their age to be considered on level. Those children scoring what is considered below level for their age are remediated to bring their academics up to what is considered on grade level.

These Head start students, in addition to some of the children from the Guadalupe Head Start Program, feed into our five Kindergarten classrooms. Kindergarten teachers work closely with all Head Start paraprofessionals and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten registration to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our Head Start students and families announcing upcoming events and expectations for school.

During the first forty-five days of school, Kindergarten students are screened using FLKRS and FAIR. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

Discussions are beginning between the leadership team and kindergarten faculty on the development of a "summer kit" for parents of incoming kindergarten students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strengths:

1. Increase in Math and Reading Proficiency, Learning Gains and Lowest 25 % for Grades 3-5

Weaknesses:

1. Low proficiency percentages in Reading for Grades 3-5
2. ELL Proficiency is low

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

1. Ensure students are provided with multiple opportunities to learn
2. Teachers will check for understanding using formative assessments and use data to continue to drive instruction.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To increase FSA Reading achievement to 40% proficiency.
- G2.** Teachers will implement differentiated instruction for small groups with fidelity in English Language Arts and Mathematics.
- G3.** Teachers will support students and develop relationships with parents to increase student achievement.
- G4.** With the support of administration and coaches, teachers will collaboratively plan, align tasks to standards and use data to guide instructional needs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase FSA Reading achievement to 40% proficiency. **1a**

 G098003


Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

G2. Teachers will implement differentiated instruction for small groups with fidelity in English Language Arts and Mathematics. 1a

 G098004

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	40.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of the differentiation process for small group instruction in English Language Arts and Mathematics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Istation
- STAR Early Lit
- STAR
- STAR Math

Plan to Monitor Progress Toward G2. 8

STAR, STAR Early Lit, STAR Math Data

Person Responsible

Nildalis Caraballo

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data will be compared to previous assessments and adequate increase will indicate progress towards meeting the goal.

G3. Teachers will support students and develop relationships with parents to increase student achievement.

1a

G098005

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistent classroom rules and procedures

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS Plans

Plan to Monitor Progress Toward G3. 8

Discipline data monitoring and student participation at PBS events.

Person Responsible

Sherryl White

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Discipline data and final participation counts for PBS events.

G4. With the support of administration and coaches, teachers will collaboratively plan, align tasks to standards and use data to guide instructional needs. 1a

G098006

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	66.0
FCAT 2.0 Science Proficiency	30.0
ELA/Reading Gains	51.0
Math Gains	66.0
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	66.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding of the collaborative planning process and aligning the task to the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Coaches
- Administration
- District and Region Support Coaches
- Curriculum maps and binders (standards, item specifications)
- Moodle
- Go Math and Reading Wonders

Plan to Monitor Progress Toward G4. 8

Standards-based weekly assessments for Math and Reading

Person Responsible

Nildalis Caraballo

Schedule

Biweekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Excel document with data.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G2. Teachers will implement differentiated instruction for small groups with fidelity in English Language Arts and Mathematics. **1**

 **G098004**

G2.B1 Lack of knowledge of the differentiation process for small group instruction in English Language Arts and Mathematics. **2**

 **B263535**

G2.B1.S1 Teachers will participate in professional development on how to differentiate small group instruction and apply strategies when delivering instruction. **4**

 **S279094**

Strategy Rationale

Small group instruction addresses the individual needs of our students.

Action Step 1 **5**

PLC on how to differentiate instruction, and implementation.

Person Responsible

Julie Thomas

Schedule

Monthly, from 8/22/2017 to 5/23/2019

Evidence of Completion

MTSS Data Spreadsheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Evaluation of formative assessment data.

Person Responsible

Nildalis Caraballo

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessment data and classroom walk-throughs by admin

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Formative data will be collected and examined to determine the effectiveness of strategies implemented from PLC meetings on differentiation.

Person Responsible

Nildalis Caraballo

Schedule


Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data forms, spreadsheets or printouts and meeting notes.

G3. Teachers will support students and develop relationships with parents to increase student achievement.

1

 G098005

G3.B1 Lack of consistent classroom rules and procedures 2

 B263537

G3.B1.S1 Coaching, modeling and monitoring of positive student/teacher relationships using CHAMPS/PBS expectations. 4

 S279095

Strategy Rationale

Students will respond to consistency with greater trust and compliant behavior.

Action Step 1 5

School-wide PBS implementation and CHAMPS plans developed based on individual classroom needs.

Person Responsible

Sherryl White

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PBS meeting agenda and sign-ins, walk-throughs, CHAMPS plans posted in classrooms

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Discussion of behavior data and classroom concerns at PBS meetings.

Person Responsible

Sherryl White

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk-throughs, PBS minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Discipline data monitoring and student participation at PBS events.

Person Responsible

Sherryl White


Schedule

Monthly, from 8/10/2017 to 5/24/2018


Evidence of Completion

Discipline data and final participation counts for PBS events.

G4. With the support of administration and coaches, teachers will collaboratively plan, align tasks to standards and use data to guide instructional needs. **1**

 G098006

G4.B1 Teachers lack of understanding of the collaborative planning process and aligning the task to the standards. **2**

 B263538

G4.B1.S1 Teachers bring resources/activities according to role assignments to collaborative planning.

4

 S279096

Strategy Rationale

Enhance the understanding of the collaborative planning process.

Action Step 1 **5**

Schedule weekly collaborative planning/PLCs with a focus on lesson development and standards alignment.

Person Responsible

Nildalis Caraballo

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC sign in sheets and records, lesson plans, student work samples

Action Step 2 **5**

PD (academic CHAMPS plan) during collaborative planning to increase student's ability/opportunities to explain the purpose of their learning.

Person Responsible

Julie Thomas

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Agenda of PD session

Action Step 3 5

Prior to collaborative planning, teachers will read content and will develop HOT questions that are planned and deliberate.

Person Responsible

Nildalis Caraballo

Schedule

Weekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Agenda of PD session, sign-in sheet, and classroom walk-throughs by admin

Action Step 4 5

Leadership team will conduct spot-check walk-throughs at random intervals in order to observe students' ability to identify strategy(ies) they are using to complete work.

Person Responsible

Nildalis Caraballo

Schedule

Biweekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Tabulated data compiled by leadership team in regards to student strategy identification

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Plans submitted with aligned standard.

Person Responsible

Julie Thomas

Schedule

Weekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

OneDrive documentation in comments by coaches

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor student data to examine the efficacy of standard-aligned task.

Person Responsible

Nildalis Caraballo

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Student performance data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

A monitoring tool to be utilized by the school based leadership to provide feedback to teachers and will assist with the creation of action plans.

Person Responsible

Nildalis Caraballo

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Excel documents for Math, ELA, and Science

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M406616	STAR, STAR Early Lit, STAR Math Data	Caraballo, Nildalis	8/10/2017	Data will be compared to previous assessments and adequate increase will indicate progress towards meeting the goal.	5/24/2018 monthly
G3.MA1 M406619	Discipline data monitoring and student participation at PBS events.	White, Sherryl	8/10/2017	Discipline data and final participation counts for PBS events.	5/24/2018 monthly
G4.MA1 M406623	Standards-based weekly assessments for Math and Reading	Caraballo, Nildalis	8/22/2017	Excel document with data.	5/24/2018 biweekly
G2.B1.S1.MA1 M406614	Formative data will be collected and examined to determine the effectiveness of strategies...	Caraballo, Nildalis	8/10/2017	Data forms, spreadsheets or printouts and meeting notes.	5/24/2018 weekly
G2.B1.S1.MA1 M406615	Evaluation of formative assessment data.	Caraballo, Nildalis	8/10/2017	Formative assessment data and classroom walk-throughs by admin	5/24/2018 weekly
G3.B1.S1.MA1 M406617	Discipline data monitoring and student participation at PBS events.	White, Sherryl	8/10/2017	Discipline data and final participation counts for PBS events.	5/24/2018 monthly
G3.B1.S1.MA1 M406618	Discussion of behavior data and classroom concerns at PBS meetings.	White, Sherryl	8/10/2017	Walk-throughs, PBS minutes	5/24/2018 monthly
G3.B1.S1.A1 A376046	School-wide PBS implementation and CHAMPS plans developed based on individual classroom needs.	White, Sherryl	8/10/2017	PBS meeting agenda and sign-ins, walk-throughs, CHAMPS plans posted in classrooms	5/24/2018 monthly
G4.B1.S1.MA1 M406620	Monitor student data to examine the efficacy of standard-aligned task.	Caraballo, Nildalis	8/22/2017	Student performance data.	5/24/2018 monthly
G4.B1.S1.MA4 M406621	A monitoring tool to be utilized by the school based leadership to provide feedback to teachers and...	Caraballo, Nildalis	8/22/2017	Excel documents for Math, ELA, and Science	5/24/2018 monthly
G4.B1.S1.MA1 M406622	Plans submitted with aligned standard.	Thomas, Julie	8/22/2017	OneDrive documentation in comments by coaches	5/24/2018 weekly
G4.B1.S1.A1 A376047	Schedule weekly collaborative planning/ PLCs with a focus on lesson development and standards...	Caraballo, Nildalis	8/10/2017	PLC sign in sheets and records, lesson plans, student work samples	5/24/2018 weekly
G4.B1.S1.A2 A376048	PD (academic CHAMPS plan) during collaborative planning to increase student's ability/opportunities...	Thomas, Julie	8/22/2017	Agenda of PD session	5/24/2018 monthly
G4.B1.S1.A3 A376049	Prior to collaborative planning, teachers will read content and will develop HOT questions that are...	Caraballo, Nildalis	8/22/2017	Agenda of PD session, sign-in sheet, and classroom walk-throughs by admin	5/24/2018 weekly
G4.B1.S1.A4 A376050	Leadership team will conduct spot-check walk-throughs at random intervals in order to observe...	Caraballo, Nildalis	8/22/2017	Tabulated data compiled by leadership team in regards to student strategy identification	5/24/2018 biweekly
G2.B1.S1.A1 A376045	PLC on how to differentiate instruction, and implementation.	Thomas, Julie	8/22/2017	MTSS Data Spreadsheet	5/23/2019 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G4. With the support of administration and coaches, teachers will collaboratively plan, align tasks to standards and use data to guide instructional needs.

G4.B1 Teachers lack of understanding of the collaborative planning process and aligning the task to the standards.

G4.B1.S1 Teachers bring resources/activities according to role assignments to collaborative planning.

PD Opportunity 1

PD (academic CHAMPS plan) during collaborative planning to increase student's ability/opportunities to explain the purpose of their learning.

Facilitator

School based leadership team

Participants

Teachers

Schedule

Monthly, from 8/22/2017 to 5/24/2018

PD Opportunity 2

Prior to collaborative planning, teachers will read content and will develop HOT questions that are planned and deliberate.

Facilitator

School based leadership team

Participants

Teachers

Schedule

Weekly, from 8/22/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S1.A1	PLC on how to differentiate instruction, and implementation.				\$166,085.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0681 - Wahneta Elementary School	Title, I Part A		\$166,085.00
			Notes: Reading Interventionist and Para's will work with students in small groups to provide additional support as needed for Reading and Math.			
2	G3.B1.S1.A1	School-wide PBS implementation and CHAMPS plans developed based on individual classroom needs.				\$0.00
3	G4.B1.S1.A1	Schedule weekly collaborative planning/PLCs with a focus on lesson development and standards alignment.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0681 - Wahneta Elementary School	Title, I Part A		\$6,000.00
			Notes: Teachers will be provided with an extra planning period to assist with planning.			
4	G4.B1.S1.A2	PD (academic CHAMPS plan) during collaborative planning to increase student's ability/opportunities to explain the purpose of their learning.				\$0.00
5	G4.B1.S1.A3	Prior to collaborative planning, teachers will read content and will develop HOT questions that are planned and deliberate.				\$0.00
6	G4.B1.S1.A4	Leadership team will conduct spot-check walk-throughs at random intervals in order to observe students' ability to identify strategy(ies) they are using to complete work.				\$0.00
Total:						\$172,085.00