Wahneta Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	89%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	D	C*

School Board Approval

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

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

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.

School Leadership Team

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

Name	Title
Hall, Susan	Instructional Media
Caraballo, Nildalis	Principal
Rodriguez, Janira	Instructional Coach
Panzica, Nena	Teacher, K-12
Taveras, Marlene	Assistant Principal

Duties

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

The Leadership Team will support all K-5 staff in the implementation of the Polk County District Curriculum.
The Coaches will facilitate collaborative reading/math planning sessions weekly. The Coaches will work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coaches will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement and the ownership of learning. The Coaches will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Early Warning Systems

Year 2017-18

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	11	9	13	10	7	8	0	0	0	0	0	0	0	58
One or more suspensions	1	0	0	2	3	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	1	3	1	0	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	30	22	18	0	0	0	0	0	0	0	70

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	2	3	4	0	2	5	0	0	0	0	0	0	0	16

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	2	1	2	20	0	0	0	0	0	0	0	0	0	25
Retained Students: Previous Year(s)	2	3	4	15	0	0	0	0	0	0	0	0	0	24

Date this data was collected

Monday 7/23/2018

Year 2016-17 - 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	
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

Year 2016-17 - 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**	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that scored the lowest was ELA Achievement. In the last three years Wahneta's reading proficiency has been in the low 30%.

Which data component showed the greatest decline from prior year?

ELA Learning Gains for the lowest 25% showed the greatest decline, there was a 26% drop from the the previous year.

Which data component had the biggest gap when compared to the state average?

The data component that has the biggest gap when compared to the state average is ELA Achievement. The state average is 56% and Wahneta's average is 34%.

Which data component showed the most improvement? Is this a trend?

Science showed the most improvement, proficiency increased from a 27% in school year 2016-17 to a 38% in the 2018-19 school year. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

Students had more opportunities for hands-on experiments. Writing and summarizing was embedded in each lesson, and students were exposed to more science text to support the content being taught.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	50%	56%	30%	48%	52%
ELA Learning Gains	38%	51%	55%	38%	49%	52%
ELA Lowest 25th Percentile	41%	45%	48%	28%	42%	46%
Math Achievement	60%	58%	62%	42%	54%	58%
Math Learning Gains	62%	56%	59%	49%	52%	58%
Math Lowest 25th Percentile	50%	44%	47%	27%	41%	46%
Science Achievement	39%	53%	55%	27%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (10)	9 (9)	13 (5)	10 (10)	7 (6)	8 (5)	58 (45)
One or more suspensions	1 (0)	0 (0)	0 (0)	2 (2)	3 (0)	4 (2)	10 (4)
Course failure in ELA or Math	1 (8)	3 (1)	1 (0)	0 (0)	0 (6)	0 (3)	5 (18)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (32)	22 (38)	18 (27)	70 (97)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	51%	-18%	57%	-24%
	2017	36%	53%	-17%	58%	-22%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	34%	48%	-14%	56%	-22%
	2017	39%	51%	-12%	56%	-17%
Same Grade Comparison		-5%				
Cohort Comparison		-2%				
05	2018	30%	50%	-20%	55%	-25%
	2017	30%	44%	-14%	53%	-23%
Same Grade Comparison		0%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	56%	-2%	62%	-8%
	2017	63%	58%	5%	62%	1%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	67%	57%	10%	62%	5%
	2017	74%	60%	14%	64%	10%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
05	2018	61%	56%	5%	61%	0%
	2017	46%	47%	-1%	57%	-11%
Same Grade Comparison		15%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	41%	51%	-10%	55%	-14%
	2017					
Cohort Comparison						

Subgroup Data

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
SWD	25	25	18	48	47		20				
ELL	26	39	43	60	68	57	32				
HSP	33	39	45	64	64	52	38				
WHT	57			43							
FRL	35	38	41	60	62	50	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	45	58	36	45	42					
ELL	25	49	66	56	66	67	16				
HSP	34	52	67	63	70	67	24				
WHT	50	31		70	43		40				
FRL	34	55	73	62	67	61	27				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading K-5
Rationale	Due to low proficiency in Reading and a significant drop in Reading Learning Gains on the 2018 FSA Assessment reading will be our area of focus.
Intended Outcome	All subgroups will increase in proficiency and make learning gains to meet targets in ELA FSA assessments.
Point Person	Nildalis Caraballo (nildalis.caraballo@polk-fl.net)

Action Step	
Description	o Utilize technology (document cameras , headsets and mice) to collect data for analysis (i.e. FSA, STAR, Weekly Formative, and Summative Assessments) data will be used to guide instruction (core, whole group, small group, intervention, acceleration) o Use Targets (standards) to implement learning goals and scales, progress monitoring (using checklist) strategies in all classrooms o DOK and effective collaborative structures (teaching strategies) will be implemented in all classrooms and supported during collaborative planning to ensure RIGOR is evident o Use research content resources approved by administration for instruction of all students including ELL (bby Staff Development and materials, Social Studies Weekly Readers, Classrooms Libraries K-5, Reading Wonders for ELL students, McGraw Hill Social Studies Readers, Classroom Supplies-copy paper & ink) o Effective use of collaborative planning and grade level PLC's to analyze data, and plan appropriate intervention o Provide after school tutoring and enrichment opportunities for students identified as needing supplemental supports (Ready Fl. Materials,) o Provide supplemental supports in classrooms during Power Hour (i.e. two Para's, Reading & Math Coach support, small group skill based instruction, iStation, AR, accelerated assignments for students who are proficient) o Provide teacher leaders with professional development so they can provide support and resources to their peers (LSI Conference & paid substitutes for teachers to attend PD & UCF Reading Coach Conference)
Person Responsible	Janira Rodriguez (janira.rodriguez@polk-fl.net)

Plan to Monitor Effectiveness	
Description	The plan to monitor success is as follows: o Administration and Coaches will guide and support teachers during collaborative planning and PLC's with DOK, data analysis and ensure collaborative structures are embedded in plans. o Administration and Coaches will conduct weekly walkthroughs and a feedback tool will be used to document progress. o Administration and Coaches will meet with teachers and para's every four weeks to monitor student progress using data from STAR, Summative Assessments, AR, LLI, etc.

o Tutoring will be structured and iReady materials will be used to support ELA and Math content areas.

Person Responsible   Nildalis Caraballo (nildalis.caraballo@polk-fl.net)

Activity #2	
Title	Positive Behavior Interventions & Support
Rationale	When students act out we want teachers to create strategies to prevent the behavior from happening again. The strategy might include things like a break time to cool off or a peer mentor. In PBIS, discipline is used, but punishment isn't the focus.
Intended Outcome	The percentage of all students receiving disciplinary action will decrease 5 percent and the percentage from previous year by explicitly teaching students social, emotional, behavioral, and self-management skills. Teachers will also increase parent-teacher conferences by 20%, to build relationships with families and keep them informed of student progress.
Point Person	Marlene Taveras (marlene.taveras@polk-fl.net)
Action Step	
Description	o Teachers will explicitly teach school-wide expectations and routines. o Teachers will use established school –wide expectation and routines with a system of accountability to address student needs (calming areas will be created to support students and allow them time to deescalate- carpets for Kinder teachers to create a calming area) o Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance). o Monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action) o Implement a multi-tiered system of student support with fidelity o Staff will engage in professional development on MTSS for providing supplemental support o Staff will use the problem solving process to align identified barriers using data. o Increase staff cultural awareness and responsiveness o Build foundation for culturally responsive teaching o Use Principal Kafele's book Closing the Attitude Gap: How to fire up your students to strive for success to guide professional development in cultural proficiency. The teacher's attitude toward students The teacher's relationship with students The teacher's compassion for students The learning environment The cultural relevance of instruction o School staff will collaborate and communicate with parents regarding school-wide expectations and their child's performance o Teachers initiate communication with parents (in person conferences,phone calls, texts, emails, notes home in agenda)

o Title 1 Family Nights (Sound System to Communicate with Parents)

Person Responsible	Marlene Taveras (marlene.taveras@polk-fl.net)

Plan to Monitor Effectiveness

Description	The plan to monitor success is as follows: o PBIS team will review and analyze behavior data on a monthly basis. o Sign-in sheets for parent conferences and parent nights. o Implementation of strategies learned through book study.
Person Responsible	Marlene Taveras (marlene.taveras@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See my Title I Parent and Family Engagement Plan

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

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 three 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.

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

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 (Fridays) to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention.
Title I, Part A
Services are provided to ensure that students requiring additional remediation receive additional instruction through the extended learning program.
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The school personnel refer students and their families to Migrant Services for aid. Wahneta has one paraprofessionals paid for out of Title I migrant funds.
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.
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 IX- 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.
Nutrition Programs
100% of Wahneta Elementary students are part of the free/reduced school meals program.
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.

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

•College Aspiration: Teachers Nurture confidence in students to aspire them to attend college by maintaining high expectations and conveying the conviction that all students can succeed in college.
•Academic Planning for College and Career Readiness: Teachers encourage students to participate in rigorous academic programs by increasing rigor within their own classroom. They help students realize they are capable of achieving greater academic goals than they set for themselves.
•Enrichment and Extracurricular Engagement: Teachers & administration support school and community enrichment and extracurricular activities that offer participation and leadership options to all students (volunteer hours, leadership roles in the school (patrols, E Team, recycling, book clubs) .
•College and Career Assessment: When students complete a benchmark test, teachers take the time to share the results with them. They help students become more self-aware of their achievement and take a personal interest in their growth.

Part V: Budget	
Total:	**$0.00**