

Gulf County Schools

# Wewahitchka Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Wewahitchka Elementary School

514 E RIVER RD, Wewahitchka, FL 32465

[ no web address on file ]

## Demographics

Principal: Jennifer G UF Fey

Start Date for this Principal: 6/20/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: B (56%) 2016-17: B (56%) 2015-16: A (62%) 2014-15: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Gulf County School Board on 10/8/2019.

## 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](http://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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## Wewahitchka Elementary School

514 E RIVER RD, Wewahitchka, FL 32465

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	A

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<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.

Wewahitchka Elementary School is preparing students today for the needs of tomorrow.

#### Provide the school's vision statement.

The Wewahitchka Elementary School community is committed to providing children with academic direction and an environment conducive to attaining essential learning skills with cooperation, innovation, and discovery; contributing to the student's ability to make well-reasoned choices and to become responsible citizens today and in the future.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Hoover, Billy	Principal	To lead the school in all facets.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	65	83	89	67	66	82	74	0	0	0	0	0	0	526	
Attendance below 90 percent	7	13	12	10	16	6	5	0	0	0	0	0	0	69	
One or more suspensions	0	1	0	1	0	2	5	0	0	0	0	0	0	9	
Course failure in ELA or Math	2	1	2	1	2	0	1	0	0	0	0	0	0	9	
Level 1 on statewide assessment	0	0	0	25	21	29	17	0	0	0	0	0	0	92	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	2	1	4	4	6	0	0	0	0	0	0	19

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	1	1	0	1	0	0	2	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

29

**Date this data was collected or last updated**

Friday 9/27/2019

### Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

### Prior Year - 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	0	9	19	9	10	15	3	0	0	0	0	0	0	65
One or more suspensions	0	0	0	1	0	3	1	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	1	7	1	2	1	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	21	18	19	10	0	0	0	0	0	0	68

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	2	1	7	1	0	0	0	0	0	0	13

## Part II: Needs Assessment/Analysis

### School Data

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



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	50%	57%	50%	53%	55%
ELA Learning Gains	49%	48%	58%	55%	57%	57%
ELA Lowest 25th Percentile	40%	37%	53%	41%	46%	52%
Math Achievement	51%	49%	63%	66%	64%	61%
Math Learning Gains	55%	48%	62%	74%	60%	61%
Math Lowest 25th Percentile	49%	38%	51%	50%	42%	51%
Science Achievement	32%	46%	53%	53%	45%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	65 (0)	83 (0)	89 (0)	67 (0)	66 (0)	82 (0)	74 (0)	526 (0)
Attendance below 90 percent	7 ( )	13 ( )	12 ( )	10 ( )	16 ( )	6 ( )	5 ( )	69 (0)
One or more suspensions	0 ( )	1 (0)	0 (0)	1 (0)	0 (0)	2 (0)	5 (0)	9 (0)
Course failure in ELA or Math	2 ( )	1 (0)	2 (0)	1 (0)	2 (0)	0 (0)	1 (0)	9 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	25 (0)	21 (0)	29 (0)	17 (0)	92 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	53%	-11%	58%	-16%
	2018	33%	46%	-13%	57%	-24%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	42%	46%	-4%	58%	-16%
	2018	48%	49%	-1%	56%	-8%
Same Grade Comparison		-6%				
Cohort Comparison		9%				
05	2019	40%	42%	-2%	56%	-16%
	2018	50%	48%	2%	55%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				
06	2019	55%	53%	2%	54%	1%
	2018	59%	58%	1%	52%	7%
Same Grade Comparison		-4%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	55%	-13%	62%	-20%
	2018	51%	57%	-6%	62%	-11%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	51%	52%	-1%	64%	-13%
	2018	59%	54%	5%	62%	-3%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
05	2019	42%	39%	3%	60%	-18%
	2018	61%	47%	14%	61%	0%
Same Grade Comparison		-19%				
Cohort Comparison		-17%				
06	2019	62%	47%	15%	55%	7%
	2018	78%	66%	12%	52%	26%
Same Grade Comparison		-16%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	46%	-14%	53%	-21%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-12%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	28	28	19	45	41	10				
BLK	11	25	29	4	17	25	8				
WHT	51	53	45	59	62	57	40				
FRL	42	46	37	50	54	49	33				
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	26	54	55	33	31	26	7				
BLK	24	61	73	41	52	25					
WHT	53	66	61	69	65	52	47				
FRL	42	66	64	62	62	37	33				

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	19	41	50	24	38	25					
BLK	23	29		40	77						
WHT	54	57	42	69	74	47	54				
FRL	42	53	33	61	70	42	46				

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Mathematics showed an overall decreasing trend in scores at every grade level. A contributing factor to the decreasing trend in mathematics overall could include the number of teachers new to a specific grade level and the change of faculty at our school.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline from 2018 to 2019 at WES was with our lowest 25th percentile of ELA students. This decline could have been caused by less experienced teachers in the classroom due to a turnover of teacher change.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap when compared to the state average is the lowest 25th percentile of ELA students. Contributing factors caused by this gap could be more need for professional development in meeting the needs of each individual student, including lower performing students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The area to show the most improvement is with our math students scoring at the lowest 25th percentile. We also made gains in ELA proficiency. These improvements could be attributed to the collaboration among teachers, the higher performing group of students, and the involvement of Title 1 tutoring after school.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

An area of concern for WES is to address students with attendance below 90%.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improve attendance for all students including the EWS high risk students.
2. Increase the overall Mathematics achievement of all students.
3. Increase the lowest 25th percentile of students in ELA to be closer to the State level.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Attendance with all students including EWS high risk students
<b>Rationale</b>	At the end of the 2018-2019 school year, we had 13% of our students with attendance below 90%. As of September of the 2019-2020 school year, 11% of our students are ranked with attendance below 90%.
<b>State the measurable outcome the school plans to achieve</b>	10% of students will have attendance below 90%, This goal is significant because it is an EWS indicator of being at risk of dropping out or not acquiring levels of proficiency while remaining in school.
<b>Person responsible for monitoring outcome</b>	Billy Hoover (bhoover@gulf.k12.fl.us)
<b>Evidence-based Strategy</b>	Truancy Officer Attendance Incentive for students Meetings held with Parents Letters sent home to Parents
<b>Rationale for Evidence-based Strategy</b>	The strategies listed above were selected to increase attendance for students at WES. When attendance is increased, the academic level of achievement increase as a result.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The truancy officer will be involved with students maintaining attendance problems and conversations with the Principal will be in place to communicate concerns and a plan of action.</li> <li>2. Students will receive an attendance ribbon every 9 weeks for perfect attendance and will be recognized in front of their peers.</li> <li>3. Meetings with the parent will be held with Principal and truancy officer when attendance is chronic.</li> <li>4. Letters will be sent home to parents from the Principal when attendance is below 90%.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Billy Hoover (bhoover@gulf.k12.fl.us)

#2	
<b>Title</b>	Improve overall Mathematics performance
<b>Rationale</b>	Based on the 2019 Florida Standards Assessment results, students in grades 3-6 showed a lower than projected proficiency on the 2019 FSA in Mathematics. 51% of students demonstrated proficiency, 55% showed learning gains, and 49% of our lowest performing students showed learning gains.
<b>State the measurable outcome the school plans to achieve</b>	At least 58% percent of our students in grades 3-6 will demonstrate proficiency in Mathematics on the 2019 Florida Standards Assessment. At least 60% of our students will make learning gains. At least 55% of our lowest performing students will make learning gains.
<b>Person responsible for monitoring outcome</b>	Billy Hoover (bhoover@gulf.k12.fl.us)
<b>Evidence-based Strategy</b>	Ongoing Progress Monitoring New curriculum for the 2019-2020 school year Professional Development After School Tutoring
<b>Rationale for Evidence-based Strategy</b>	These strategies were selected to ensure that teachers and administrators are monitoring student progress and implement the new math instruction to meet the needs of our students, including our low performing students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. iReady will be utilized by all teachers to review and reinforce math standards and progress monitor student performance.</li> <li>2. All teachers are implementing the Pearson Envision Mathematics curriculum, as well as test specifications for the FSA.</li> <li>3. Teachers will participate in training based on the new Pearson Envision Mathematics curriculum.</li> <li>4. Title 1 after school tutoring will be open to Level 1 and 2 students 3 days a week for 1 1/2 hours each day.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Billy Hoover (bhoover@gulf.k12.fl.us)

#3	
<b>Title</b>	Lowest 25th Percentile of ELA students
<b>Rationale</b>	Based on the 2019 Florida Standards Assessment results, our students showed a lower than projected learning gain on the 2019 FSA in ELA. 40% of our lowest performing students showed learning gains.
<b>State the measurable outcome the school plans to achieve</b>	At least 45% of our students will demonstrate learning gains on the 2019 Florida Standards Assessment.
<b>Person responsible for monitoring outcome</b>	Billy Hoover (bhoover@gulf.k12.fl.us)
<b>Evidence-based Strategy</b>	Ongoing Progress Monitoring Tier II and Tier III support of low performing students After School Tutoring Professional Development
<b>Rationale for Evidence-based Strategy</b>	These strategies were selected to ensure that teachers and administrators are monitoring student progress and adjusting instruction to meet the needs of our low performing students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. iReady will be utilized by all teachers to review and reinforce ELA standards and progress monitor student performance.</li> <li>2. All teachers will implement the Florida Standards and progression through the Harcourt Journeys and iReady curriculum as well as test specifications for the FSA.</li> <li>3. Title I After School Tutoring will be open to Level 1 and 2 students 3 days a week for 1 1/2 hours each day.</li> <li>4. Students will be monitored and monthly meetings will be held to discuss the progress of Tier II and Tier III students.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Billy Hoover (bhoover@gulf.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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.**

n/a



**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.**

n/a

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

n/a

**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.**

n/a

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

n/a

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Attendance with all students including EWS high risk students	\$0.00
2	III.A.	Areas of Focus: Improve overall Mathematics performance	\$0.00
3	III.A.	Areas of Focus: Lowest 25th Percentile of ELA students	\$0.00
<b>Total:</b>			<b>\$0.00</b>