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Wahneta Elementary School

205 4TH ST E, Winter Haven, FL 33880

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

Demographics

Principal: Dagmariel Perez Mald

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (46%) 2016-17: B (54%) 2015-16: D (34%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Wahnetta Elementary School

205 4TH ST E, Winter Haven, FL 33880

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>89%</p>

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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	Job Duties and Responsibilities
Hall, Susan	Instructional Media	
Caraballo, Nildalis	Principal	
Rodriguez, Janira	Instructional Coach	
Panzica, Nena	Teacher, K-12	
Taveras, Marlene	Assistant Principal	

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	61	79	72	103	73	79	0	0	0	0	0	0	0	467
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	14	22	0	0	0	0	0	0	0	51

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	3	2	15	0	2	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

31

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - 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	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 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	2	3	4	0	2	5	0	0	0	0	0	0	0	16

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

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	38%	51%	57%	35%	51%	55%
ELA Learning Gains	55%	51%	58%	51%	53%	57%
ELA Lowest 25th Percentile	47%	49%	53%	67%	50%	52%
Math Achievement	61%	57%	63%	63%	58%	61%
Math Learning Gains	60%	56%	62%	66%	57%	61%
Math Lowest 25th Percentile	31%	47%	51%	66%	49%	51%
Science Achievement	46%	47%	53%	27%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	61 (0)	79 (0)	72 (0)	103 (0)	73 (0)	79 (0)	467 (0)
Attendance below 90 percent	0 (11)	0 (9)	0 (13)	0 (10)	0 (7)	0 (8)	0 (58)
One or more suspensions	0 (1)	0 (0)	0 (0)	0 (2)	0 (3)	0 (4)	0 (10)
Course failure in ELA or Math	0 (1)	0 (3)	0 (1)	0 (0)	0 (0)	0 (0)	0 (5)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (30)	14 (22)	22 (18)	51 (70)

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	29%	52%	-23%	58%	-29%
	2018	33%	51%	-18%	57%	-24%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	38%	48%	-10%	58%	-20%
	2018	34%	48%	-14%	56%	-22%
Same Grade Comparison		4%				
Cohort Comparison		5%				
05	2019	38%	47%	-9%	56%	-18%
	2018	30%	50%	-20%	55%	-25%
Same Grade Comparison		8%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	56%	2%	62%	-4%
	2018	54%	56%	-2%	62%	-8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	69%	56%	13%	64%	5%
	2018	67%	57%	10%	62%	5%
Same Grade Comparison		2%				
Cohort Comparison		15%				
05	2019	53%	51%	2%	60%	-7%
	2018	61%	56%	5%	61%	0%
Same Grade Comparison		-8%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	45%	-4%	53%	-12%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		0%				
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	20		48	56						
ELL	31	52	39	58	60	32	34				
HSP	38	55	38	62	61	31	46				
WHT	37	40		63	50						
FRL	36	57	54	59	60	33	41				

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				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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 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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	48
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	50
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.

ELA data in 3rd Grade showed the lowest performance with a 29% proficiency. During the school year we had two third grade teachers resign and our students' baseline data was lower than in previous years. Student's struggle with comprehension.

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

ELA data in 3rd Grade showed the greatest decline with a 4% drop. During the school year we had two third grade teachers resign and our students' baseline data was lower than in previous years. Student's struggle with comprehension.

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.

ELA data in 3rd Grade showed the greatest gap with a -29% compared to the state. During the school year we had two third grade teachers resign and our students' baseline data was lower than in previous years. Student's struggle with comprehension.

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

ELA data in 5th grade showed the most improvement they increased by 8%. Teachers implemented strategies that enhanced collaborative structures (students roles, partner talk with question cards, etc.). Teachers also required students to use journal daily to document graphic organizers and summaries related to standards. Data chats with students reinforced expectations for future goals.

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

Attendance is a concern.

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

1. ELA K-2 (Continue developing foundational skills (phoneme awareness and phonics)
2. ELA 3-5 (Continue supporting students with comprehension and vocabulary, the lowest 25% will receive support with foundational skill according to their needs)
3. Math lowest 25% (provide designated skills based small group support)
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA K-5
Rationale	Due to the low proficiency in ELA data from FSA 2019 and STAR Spring Assessment reading will be our focus.
State the measurable outcome the school plans to achieve	All subgroups including SWD and ELL students will increase in proficiency and make learning gains to meet targets in the FSA ELA assessments for 2020.
Person responsible for monitoring outcome	Nildalis Caraballo (nildalis.caraballo@polk-fl.net)
Evidence-based Strategy	Evidence based strategies will included reading partners, or teacher/para-led one-on-one, small-group, or independent instructional arrangements as compared to entire group, teacher-led instruction. Teachers will also use collaborative structures/teaming to engage students in meaningful standards based conversations. K-2 Phoneme, Phonics and sight words will be a focus. In 3-5 we will focus on vocabulary and comprehension.
Rationale for Evidence-based Strategy	Due to the low proficiency in ELA all subgroups including ELL and SWD students will be serviced in small group settings to continue building on skills to increase ELA proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide supplemental support in classrooms to ELL and SWD students during ELA small group and Power Hour (five Para's, Reading & Math Coach) 2. Provider teacher leaders with professional development so they can provide support to their peers (LSI Conference and LSI Summer Institute) 3. Effective collaborative planning and PLCs to support teachers and para's (Reading & Math Coaches, substitutes- two planning days, Ink instructional) 4. Use technology to (Red Cat Sound Enhancement) to support instruction in the classroom 5. Book Study "The Power of Student Teams" This book study will provide teachers with strategies to continue to enhance students' conversations with their teams. 6. Media books will be used to continue to support students and provide them the opportunity to read books that are on their individual reading levels.
Person Responsible	Nildalis Caraballo (nildalis.caraballo@polk-fl.net)

#2	
Title	Positive Behavior Intervention & Support
Rationale	Teachers will use PBIS support structures to build positive relationships with students.
State the measurable outcome the school plans to achieve	Discipline referrals will decrease by 5% from previous year. Teachers will also aim to have at least one conference with all parents and additional conference to support students who are struggling emotionally or academically. Staff will continue to build relationships with the community.
Person responsible for monitoring outcome	Marlene Taveras (marlene.taveras@polk-fl.net)
Evidence-based Strategy	Provide feathers to support positive behavior, notes in agenda to keep parents informed, conferences with parents, monthly news letters, parent nights, breakfast with dads and monthly social events to celebrate students meeting PBIS expectations.
Rationale for Evidence-based Strategy	The strategies selected are developed to support students and parents with the tools to support students emotionally and academically. Data from parent survey and student discipline was used to assess the needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Three parent nights are scheduled to provide parents with academic information on ELA and Math. (food will be provide for two of the events) 2. All students will receive an agenda, they will be used daily to communicate with parents. 3. Parents will receive monthly news letters with updates of campus happenings (Ink and copy paper) 4. PBIS expectations will be reviewed with all students, students struggling with compliance will be screened for Tier 2 5.
Person Responsible	Marlene Taveras (marlene.taveras@polk-fl.net)

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).

N/A

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.

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 forty-eight 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

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

1	III.A.	Areas of Focus: ELA K-5	\$0.00
2	III.A.	Areas of Focus: Positive Behavior Intervention & Support	\$0.00

	Total: \$0.00
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