Wahneta Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 7/7/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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.

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Caraballo, Nildalis	Principal	Write and support with monitoring the implementation of the SIP.
Rodriguez, Janira	Reading Coach	Supporting with the ELA goals of the SIP.
Taveras, Marlene	Assistant Principal	Write and support with monitoring the implementation of the SIP.
Agostnelli, Bethany		Support teachers with the ELA goals of the SIP.
Hall, Susan	Instructional Media	Write and support with monitoring the implementation of the SIP.

Demographic Information

Principal start date
Thursday 7/7/2016, Dagmariel Perez Mald

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
453

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	43	77	72	90	83	90	0	0	0	0	0	0	0	455
Attendance below 90 percent	33	23	11	21	18	22	0	0	0	0	0	0	0	128
One or more suspensions	0	2	0	2	5	1	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	15	23	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	8	16	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	15	41	49	43	32	0	0	0	0	0	0	0	180

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	9	16	16	26	35	0	0	0	0	0	0	0	102

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	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - 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	
Number of students enrolled	67	81	88	95	81	83	0	0	0	0	0	0	0	495
Attendance below 90 percent	12	7	7	13	9	10	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	3	3	2	0	0	0	0	0	0	0	8
Course failure in ELA	3	6	1	22	6	5	0	0	0	0	0	0	0	43
Course failure in Math	4	7	0	4	3	7	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	15	15	23	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	10	8	16	0	0	0	0	0	0	0	34

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	8	10	1	12	11	10	0	0	0	0	0	0	0	52

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	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	67	81	88	95	81	83	0	0	0	0	0	0	0	495
Attendance below 90 percent	12	7	7	13	9	10	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	3	3	2	0	0	0	0	0	0	0	8
Course failure in ELA	3	6	1	22	6	5	0	0	0	0	0	0	0	43
Course failure in Math	4	7	0	4	3	7	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	15	15	23	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	10	8	16	0	0	0	0	0	0	0	34

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	8	10	1	12	11	10	0	0	0	0	0	0	0	52

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	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	51%	57%	34%	50%	56%
ELA Learning Gains				55%	51%	58%	38%	51%	55%
ELA Lowest 25th Percentile				47%	49%	53%	41%	45%	48%
Math Achievement				61%	57%	63%	60%	58%	62%
Math Learning Gains				60%	56%	62%	62%	56%	59%
Math Lowest 25th Percentile				31%	47%	51%	50%	44%	47%
Science Achievement				46%	47%	53%	39%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	29%	52%	-23%	58%	-29%
Cohort Comparison						
04	2021					
	2019	38%	48%	-10%	58%	-20%
Cohort Comparison		-29%				
05	2021					
	2019	38%	47%	-9%	56%	-18%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	56%	2%	62%	-4%
Cohort Comparison						
04	2021					
	2019	69%	56%	13%	64%	5%
Cohort Comparison		-58%				
05	2021					
	2019	53%	51%	2%	60%	-7%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	45%	-4%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-2 STAR Early Lit.
2-5 STAR Reading
1-5 STAR Math

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	52	71	62
	Economically Disadvantaged	55	68	61
	Students With Disabilities		67	67
	English Language Learners	29	71	58
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	70	81	62
	Economically Disadvantaged	71	79	63
	Students With Disabilities		100	50
	English Language Learners	68	80	62

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	38	41	43
	Economically Disadvantaged	35	42	41
	Students With Disabilities	10	18	27
	English Language Learners	23	26	29
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	52	44	41
	Economically Disadvantaged	57	44	39
	Students With Disabilities	56	40	55
	English Language Learners	44	35	27

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	29	25
	Economically Disadvantaged	35	27	21
	Students With Disabilities	6	6	7
	English Language Learners	33	22	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	44	32
	Economically Disadvantaged	42	42	29
	Students With Disabilities	25	38	13
	English Language Learners	35	35	23

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	27	27
	Economically Disadvantaged	27	29	27
	Students With Disabilities	5	10	10
	English Language Learners	23	24	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	48	45
	Economically Disadvantaged	56	52	52
	Students With Disabilities	32	19	20
	English Language Learners	55	47	43

Last Modified: 5/4/2024   https://www.floridacims.org   Page 12 of 21

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	25	31
	Economically Disadvantaged	20	24	32
	Students With Disabilities			40
	English Language Learners	15	22	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	44	40
	Economically Disadvantaged	54	46	37
	Students With Disabilities	50	20	20
	English Language Learners	52	36	38
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	37	40
	Economically Disadvantaged	24	32	39
	Students With Disabilities	20	25	20
	English Language Learners	50	38	31

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	33		17	38						
ELL	22	34	38	36	33	33	22				
HSP	28	36	44	40	34	40	25				
WHT	33	30		31	45		20				
FRL	25	37	39	38	32	35	24				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	286
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In grades 3-5 proficiency levels are below 29 % in reading; this includes economically disadvantaged students and students with disabilities according to STAR Data.
In grades 3-5 proficiency levels are below 45 % in math; this includes economically disadvantaged students and students with disabilities according to STAR Data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When comparing the 2021 progress monitoring data (STAR) and 2019 state assessment (FSA) in reading, there is a decline of 10% in proficiency in reading.
When comparing the 2021 progress monitoring data (STAR) and 2019 state assessment (FSA) in math, there is a decline of 22% in proficiency in math.
When comparing the 2021 progress monitoring data (Science Quarterly Assessment) and 2019 state assessment (SSA) in science, there is a decline of 6 % in proficiency in science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Wahneta students struggle with reading in general because we have a significant amount of ELL students. ELL students are more likely than native speakers to lack the background knowledge necessary for understanding text. Additionally, teachers lack the knowledge of differentiating instruction based on students needs and selecting resources that support learning. Most impactful for the decrease across content area was the student and staff attendance this past year due to COVID-19 illnesses and quarantine procedures.
Small Group for reading intervention will focus on building foundational skills, using balanced literacy instruction with a focus on word study and vocabulary, group, and individual story reading, writing activities and progress monitoring.
Small groups for math will focus on math fluency, teach foundational skills, build background for upcoming lessons using manipulatives in a more controlled environment and progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All core content areas showed a decrease across the board, however, science showed only a 6% decrease.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Data from ongoing assessments was used to reteach concepts, writing was embedded throughout the lessons, and hands on experiences were provided.

What strategies will need to be implemented in order to accelerate learning?

• Look at data to drive instruction
• Check for understanding throughout the lesson
• Build prior knowledge
• Skill-based small groups
• Collaborative Structures

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Reading and math coaches will support teachers in implementing effective strategies to improve student learning. Teachers will be tiered according to needs and progress monitoring data will be used to provide targeted support.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additionally, staff will engage in professional development centered around motivating students to learn.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Based on 2018-19 FSA ELA data 68% of 3-5 grade students scored a level 1 and 2. ESSA students with disabilities were at a 31%. In addition, the FSA Math 4-5 lowest 25% scored a 31% in learning gains, much lower than in previous years. Additionally, our STAR data for Reading reflects that our students are at 30% proficiency and 39% for Math. Wahneta students struggle with reading in general because we have a significant amount of ELL students. ELLs are more likely than native speakers to lack the background knowledge necessary for understanding texts. ELLs' prior educational experiences may have been substandard or interrupted, so reading texts that assume certain prior knowledge becomes difficult. Teachers lack the knowledge of differentiating instruction based on students needs and selecting resources to support learning.
Measurable Outcome:	As a result of implementing effective small group instruction in FSA ELA 46% of students will earn a level 3,4 or 5 on the FSA assessment. ESSA subgroup, Students with Disabilities will increase to 41%. Student growth will be monitored using formatives, District Ongoing Assessments, school excel sheets and data chats. Also, FSA Math proficiency will increase to 60%.
Monitoring:	Our Reading and Math coaches will build structures and establish procedures to support and monitor progress. They will use data, students samples, walk-through data to develop action plans along with teachers to support with student achievement.
Person responsible for monitoring outcome:	Nildalis Caraballo (nildalis.caraballo@polk-fl.net)
Evidence-based Strategy:	Small group for reading intervention would focus on building foundational skills, using balanced literacy instruction with a focus on word study and vocabulary, group and individual story reading, writing activities and progress monitoring. Small groups for math with continue with focus on math fluency and building hands on experiences using manipulatives.
Rationale for Evidence-based Strategy:	Research shows small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading and tailor lessons focused on specific learning objectives. In addition, small group instruction allows teachers to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson (i.e., teachers may break down concepts not easily understood or quickly pass though lessons that students clearly understand).

Action Steps to Implement

1. Review data (ELA, Math FSA/STAR, and ELA, Math Formatives and support teachers with creating their small groups. (Admin.)
2. Select a model classroom and support our teachers as needed (professional development). (Admin., Reading
and Math Coaches)
3. Conduct classroom walk-throughs with all grade levels including our Inclusion and ESE Teachers who service our Students with Disabilities and discuss outcomes during collaborative planning
and next steps - provide supplies (chart paper and copies of effective small groups article). (Admin., Reading and Math Coaches, Teachers)
4. Review expectations and support with resources (iPads,iStation and Smarty Ants), LLI, iReady, ELL Reading Wonders, AR libraries and Title 1 Para, ESE Para and Migrant Para Push-in and support from the
Math and Reading Coaches, Media Specialist and Administration).

5.Progress monitor using school excel, District Ongoing Assessments and Formatives. (Admin., Reading and Math Coaches, Teachers, Five Title 1 Paras, ESE Para and Migrant Para will all be participating in data
chats)

6. Supplies (classroom supplies -paper, ink, agendas) will be used to document data results.

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

#2. Other specifically relating to Extended Learning	
Area of Focus Description and Rationale:	72 students in grades 3-5 have a level 2 on FSA Reading and 69 students are a level 2 in Math grades 3-5. To ensure these students are provided with additional opportunities to become proficient in Reading and Math they will be invited to attend extended learning after school. Extended Learning is an important part of school life, contributing to student progress and attainment. It plays a key role in extending the knowledge, understanding and skills that are developed in school and provides opportunities for students to consolidate, enrich and extend their learning.
Measurable Outcome:	As a result of implementing effective small group instruction in FSA ELA 46% of students will earn a level 3,4 or 5 on the FSA assessment. ESSA subgroup, Students with Disabilities will increase to 41%. Student growth will be monitored using formatives, District Ongoing Assessments, school excel sheets and data chats. Also, FSA Math proficiency will increase to 60%.
Monitoring:	Our Reading and Math coaches will build structures and establish procedures to support and monitor progress. They will support teachers with STEM assignments for Math and Reading and will provide support as needed.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	STEM education is an experiential learning pedagogy in which the application of knowledge and skills are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies.
Rationale for Evidence-based Strategy:	The District science and Math Coaches are supporting with creating STEM based lesson plans that provide students with hands on experiences and real problem based learning.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school leadership team will continue to build a solid foundation of developing a transformational teaching staff, which, in turn, is the key to building a positive and vibrant school culture.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Wahneta Elementary uses PBIS school-wide, a proactive approach to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment. We teach students positive behavior strategies by rewarding them when good choices are made. All students learn about behavior, including those with IEPs and 504 plans. PBIS recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses a common language to talk about it. Throughout the school day—in class, at lunch, and on the bus—students understand what's expected of them.
We also take pride in building a positive culture for our wonderful staff. Staff is also rewarded for exceeding expectations. We have a monthly superstar posted in the lunchroom, usually the staff nominated is one who has gone above and beyond the call of duty. We provide treats and passes for JEANS on a monthly basis for perfect attendance and we also have bi-monthly socials to enjoy each other's company outside of the classroom.

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

At Wahneta Elementary we take pride in building relationships with our staff, students, parents and the community. We understand that our school is embedded in the community. When we reach out to the community, especially parents - to involve them in the day-to-day life of the school, we know our parents are more likely to support our teachers and students and help them succeed. Many of our parents and community members are active in our SAC committee and they take pride in supporting the school with decisions that impact learning, the budgets and social activities. In the last four years, we have continued to reach out and engage families and community leaders which has strengthened the school's ability to network within the community to find new supports and resources to partner to meet the needs of students.

This past year Wahneta Elementary has had an opportunity to partner with POLYGLASS a commercial roofing company in the neighborhood who provided the school with a generous grant to purchase books.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.A.	Areas of Focus: Other: Extended Learning	$0.00
		Total:	$0.00