Wahneta Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Wahneta Elementary School

205 4TH ST E, Winter Haven, FL 33880

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Caraballo, Nildalis	Principal	Principal will oversee all school operations, including daily school activities. I will coordinate curriculums, manage staff, and provide a safe and productive learning environment for students.
Agostnelli, Bethany	Math Coach	The math teacher coach works with teachers to help them improve their math instructional practices and processes within their classroom, all to help improve student math learning and increase outcomes.
Rodriguez, Janira	Instructional Coach	The reading coach provides coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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 or are volunteers 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. Wahneta Elementary has a partnerships with POLYGLASS a commercial roofing company in the neighborhood who provided the school with a generous grant to purchase books and will be sponsoring a field trip with our 4th graders this year. We also partner with several retirement communities in the area who volunteer at Wahneta and provide our students with school supplies.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. As a team we meet throughout the year and review data from benchmark assessments, progress monitoring and research based reading based programs. The data is used to develop action plans for our those students with the greatest needs. The action plans created are designed to provide students with additional support in those areas of need and are created to build an equivalent experience for our students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	31	25	31	27	20	27	0	0	0	161
One or more suspensions	1	2	2	2	3	10	0	0	0	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	32	23	39	0	0	0	94
Level 1 on statewide Math assessment	0	0	0	27	13	33	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	23	39	0	0	0	94

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	8	5	12	25	21	26	0	0	0	97

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	36	26	19	25	27	0	0	0	161
One or more suspensions	1	2	0	0	0	7	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	36	28	0	0	0	90
Level 1 on statewide Math assessment	0	0	0	21	27	28	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	36	46	38	22	15	0	0	0	189

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	15	15	19	39	42	0	0	0	138

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	6	13	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	36	26	19	25	27	0	0	0	161
One or more suspensions	1	2	0	0	0	7	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	36	28	0	0	0	90
Level 1 on statewide Math assessment	0	0	0	21	27	28	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	36	46	38	22	15	0	0	0	189

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	15	15	19	39	42	0	0	0	138

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	5	6	13	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	45	53	33	47	56	28		
ELA Learning Gains				53			35		
ELA Lowest 25th Percentile				37			42		
Math Achievement*	51	49	59	46	42	50	39		
Math Learning Gains				54			36		
Math Lowest 25th Percentile				51			37		
Science Achievement*	24	41	54	24	49	59	24		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	46	54	59	40			45		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	2
ELL	33	Yes	2	
AMI				
ASN				
BLK				
HSP	37	Yes	1	
MUL				
PAC				
WHT	45			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	39	Yes	1	
AMI				
ASN				
BLK				
HSP	42			
MUL				
PAC				
WHT	41			
FRL	42			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			51			24					46
SWD	8			20			8				5	38
ELL	23			45			18				5	46
AMI												
ASN												
BLK												
HSP	29			51			23				5	47
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	35			55							2	
FRL	27			51			24				5	46

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	53	37	46	54	51	24					40
SWD	8	25	19	23	48	53	11					18
ELL	26	46	29	43	52	55	20					40
AMI												
ASN												
BLK												
HSP	33	52	35	47	55	53	25					39
MUL												
PAC												
WHT	37	56		42	44		27					
FRL	29	50	35	44	53	54	26					42

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	35	42	39	36	37	24					45
SWD	10	33		17	38							46
ELL	22	34	38	36	33	33	22					45
AMI												
ASN												
BLK												
HSP	28	36	44	40	34	40	25					46
MUL												
PAC												
WHT	33	30		31	45		20					
FRL	25	37	39	38	32	35	24					48

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	31%	43%	-12%	54%	-23%
04	2023 - Spring	33%	53%	-20%	58%	-25%
03	2023 - Spring	30%	42%	-12%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	51%	1%	59%	-7%
04	2023 - Spring	71%	56%	15%	61%	10%
05	2023 - Spring	40%	44%	-4%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	39%	-15%	51%	-27%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

In grades 3-5 proficiency levels are 31% in ELA; this includes economically disadvantaged students and students with disabilities according to FAST Data.
In grades 3-5 proficiency levels are 54% in math; this includes economically disadvantaged students and students with disabilities according to FAST Data.
5th Grade Science maintained 24% proficiency.
Contributing factors to low performance include lack of familiarity with cultural references and sophisticated online tests are factors.

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

In grades 3-5 proficiency levels are 31% in ELA; this includes economically disadvantaged students and students with disabilities according to FAST Data. ELA dropped 2% in proficiency. The format of the assessment, lack of familiarity with cultural references and sophisticated online tests are factors that contribute to the decline.

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.

In grades 3-5 proficiency levels are between 20% - 26% lower than the state in ELA; this includes economically disadvantaged students and students with disabilities according to FAST Data. The format of the assessment, lack of familiarity with cultural references and sophisticated tests are factors that contribute to the decline.

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

Math data showed most improvement and increased by 8% from 46% to 54%. Data from ongoing assessments was used to reteach concepts, writing was embedded throughout the lessons, and hands on experiences were provided.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

I continue to focus on ESE and ELL students.

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

Reading and science will be the focus of improvement. School coaches and administration will support teachers in implementing effective strategies to improve student learning by implementing the Learning Arc to uncover the state intent of the benchmark and develop objectives for instructional purposes. Teachers will be tiered according to needs and progress monitoring data will be used to provide targeted support.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-23 ELA FAST data 31% of 3-5 grade students scored a level 3 or higher. ESSA students with disabilities was at a 31%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State data will show a minimum of +5% proficiency increase for all grades.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. STAR ongoing assessment.
2. Weekly walkthroughs using School Walkthrough Tool ().

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will continue developing and improving the Learning Arcs during Standards-based planning.
2. Monitor students' engagement in equivalent experiences related to the BEST standards using the SWT.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

There are a number of benefits to writing a lesson plan, lesson planning produces more unified lessons (Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will come to planning prepared and will continue to build and modify previously developed Learning ARCs. Coaches and administration will facilitate planning to ensure that Learning ARCs are developed using Benchmarks and tasks that are aligned to ensure an equivalent experience.

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

By When: This process will occur throughout the year, teachers will meet with administration and coaches weekly for planning to monitor progress of plan and to restructure as needed.

The SWT will be used to monitor student engagement and understanding of the benchmarks & tasks alignment. Person responsible will ensure to take pictures of artifacts (learning boards, tasks and checklist) to document recommendations for future growth.

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

By When: The SWT tool will be used a minimum of six times per week to gather data and and will teachers receive SWT feedback weekly at planning to build on pedagogy.

#2. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-23 FSA ELA data 69% of 3-5 grade students scored a level 1 and 2. ESSA, ELL students with a 31%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of implementing effective small group instruction in ELA 35% of students will earn a level 3,4 or 5 on the FAST assessment. ESSA subgroup, ELL students, will increase to 35%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1.FAST data will be used to measure growth in reading
2. Monthly MTTS Data & Corrective Reading
3. Quarterly Data Review with Administration

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following programs will be implemented in small group to support the following grade levels K-2 Leveled Reading Mastery and 3-5 Corrective Reading. Reading Mastery small group for reading intervention would focus on building foundational skills, using balanced literacy instruction with a focus on word study and vocabulary, small group and individual story reading, writing activities and progress monitoring. Corrective Reading in focused on fluency and decoding.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Reading Mastery and Corrective Reading programs will be provided daily for all students who qualify for the programs. Materials and training needed to implement the programs successfully will be provided by the District.

Person Responsible: Janira Rodriguez (janira.rodriguez@polk-fl.net)

By When: Reading Coach will visit classroom weekly and will monitor instruction and provide immediate feedback and support as needed. Every four week we will look at students' trend data and will come up with a plan to support as needed.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An average of 40% of students from grade K-5 are absent 10% of the school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

An average of 30% of students from grades K-5 will be absent 10% of the school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Attendance report will be monitored bi-weekly.
2. Interventions will be in place to resolve concerns(contact parents, lunch bunch to celebrate attendance, buddy system)

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Create a culture in which all teachers and staff purposefully develop relationships with students. ...
2. Create a mentor program.
3. Monitor attendance and follow up on students with weak attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance is the key to high school graduation and college and career readiness. Students who regularly attend school are more likely to read on grade level, less likely to drop out of school, and more likely to graduate on time. A child who misses a day of school misses a day of learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will contact parents of students with three absences. AP will review and monitor Focus reports and will follow protocols to ensure that parents are contacted and meetings are schedule to address student absences. Administration will work closely with district truancy department to address concerns.

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

By When: FOCUS reports will be reviewed bi-weekly and parents will be contacted to provided support as needed. Teachers will contact parents if a student has had three or more consecutive absences. Monthly meetings will be held with truancy team to ensure students are attending school regularly.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs are:
1. Data Com
2. Summer Leadership Academy
3. School Improvement Plan Meetings/Training
4. PURE Process
5. Regional Review of SIP Plans

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The percentage of students below proficiency on the FAST 3-5 ELA assessment are:
3rd grade 70%, 4th Grade 67%, 5th Grade 69%
The area of focus will be fluency and Comprehension. Corrective reading will be implemented for students that fall below the proficiency threshold. Corrective Reading is a program that provides intensive and accelerated reading intervention for students of grades. It delivers carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and build comprehension.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

The percentage of students' proficiency on the FAST 3-5 ELA assessment will increase 5% point in all grade levels:
3rd grade 35%, 4th Grade 37%, 5th Grade 36%

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students in grade 3-5 will be monitored using several platforms. We will review weekly logs from Corrective Reading, bi-weekly reading assessments, formative assessment, STAR and FAST assessments will also be used to monitor progress.
Students will be provided with MTSS support as needed to bridge the gaps once the data has been reviewed and the deficiencies have been identified.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Rodriguez, Janira, janira.rodriguez@polk-fl.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The area of focus will be fluency and Comprehension. Corrective Reading will be implemented for students that fall below the proficiency threshold. Corrective Reading is a program that provides intensive and accelerated reading intervention for students of grades. It delivers carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and build comprehension.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The program Corrective Reading was select for Wahneta students is vetted through the District and is research based. The planned lessons are scribed and are easy to implement. The program will monitored for fidelity to ensure it's effectiveness.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
The Leadership team will work together to ensure teachers understand all the components of the Corrective Reading Program. Classrooms will be monitored daily, and Walk-throughs will be conducted to support with implementation of program as needed. Teachers will be trained by District on Corrective Reading implementation. Para's will also be trained to support with implementation of the Corrective reading Program to support when teachers are absent.	Caraballo, Nildalis, nildalis.caraballo@polk-fl.net
Student data will be reviewed weekly. If more than three students fail the assessment the essential parts of the lesson will be taught as directed by the program. Student will also be provided with opportunities to move through the different tiers of Corrective Reading.	Rodriguez, Janira, janira.rodriguez@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP and progress will be shared and disseminated to the extent practicable and provided in a language a parent can understand using the following systems. The SIP will be posted on school website,wahnetaelementary@polkschools-fl.net, a copy will be located at the front office, and the SIP plan will be shared during Title I Parent Night and SAC Meetings that are scheduled throughout the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 or are volunteers and they take pride in supporting the school with decisions that impact learning, the budgets and social activities. In the last seven 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. Wahneta Elementary has a partnerships with POLYGLASS a commercial roofing company in the neighborhood who provided the school with fieldtrip opportunities. We have also had an opportunity to build a relationship with Toll Brothers a truss company that sponsor

a reading night and treats for our teachers. We also partner with several retirement communities in the area who volunteer at Wahneta and provide our students with school supplies.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by:
1. Supplemental Staff (Coaches - Reading and Math, Para-professionals)
2. Supplemental Materials (Corrective Reading, Reading Mastery, Reflex, Write Score)
3. Professional Development
4. Collaborative Planning

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs and schools implementing CSI or TSI activities under section 1111(d)by:
1. Data Com
2. School Improvement Planning
3. Leadership Meetings
4. Summer Leadership Academy
5. Title I Technical Assistance (Use of Funds, PFE Input, Back to School Meeting
6. ESE, Migrant, Early Childhood

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas by providing the following services:
1. Individual Counseling
2. Group Counseling
3. Consultation Services
4. https://polkschoolsfl.com/mentalhealth/
5. Collaboration with community providers (Peace River and Sweet Center) - Support Groups and Grief Support

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school include;
1. Dual Enrollment
2. IB/Cambridge
3. Vocational Schools
4. Career Academies
5. Transitional Events

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act are:
1. PBIS
2. RTI
3. MTSS
4. School Counselor, Mental Health Counselor

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects are:
1. Professional Learning Communities
2. Data Com
3. RTD, Corrective Reading and Reading Mastery
4. Recruitment and educator Quality Department

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs:
1. Head Start
2. VPK
3. Kindergarten Round-up
4. Kindergarten Readiness
5. Book Bridge Bus
6. Migrant Early Childhood Services

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Hispanic	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No