



## Early Education Center

318 N WILSON AVE, Arcadia, FL 34266

<http://ecc.desotoschools.com>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
%

### School Grades History

**Year**  
**Grade**

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission is to prepare children to love learning and encourage families to be involved in the education of students.

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

Our vision is to be leaders in providing the best care and learning experience for all of our students and the families we serve.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Education is a partnership that involves the students, their families, teachers, administrators, school committee and the community. Desoto Early Childhood Center strives to build positive, significant relationships with all stakeholders. We have an open door policy where students and their families are always welcome on our campus anytime while the center is open for business. We encourage our families to volunteer in the classrooms and during center functions. The school home relationship is built and sustained through interactive activities between the center and home. Parental involvement in education is one of the most significant factors that contribute to a child's success in school.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Our priority is to provide a safe and nurturing environment for all students. We do this through the enforcement of safety measures when visitors come to our center. Emergency evacuation drills are held regularly. Emergency exit plans are posted in every classroom. The daily record of children's arrivals and departures is used as an attendance check during safety drills. This attendance record also ensures that students are being safely arriving and leaving with the appropriate adult. We have a nurse on duty and all classroom staff are trained in First Aid and CPR. We believe uplifting students and cheering them on in their achievements and accomplishments is essential. In doing so students are treated with respect and dignity by teachers administrators and staff. Students are given choice when it is appropriate and safe to do so. We feel this is necessary to give students a sense of control of themselves and their environment. This also sets them up to become independent thinkers and leaders.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The Center has a philosophy of positive guidance, incorporating creative teaching and involvement to help children develop self-discipline and inner control over their actions. It is based on mutual respect and an understanding of children's needs and development. Positive guidance uses redirection, verbalization of misunderstandings, consistency, and acceptance of feelings, firmness, and fairness. Children are encouraged to express their feelings verbally as well as to discuss and resolve conflicts

rather than 'act out' their feelings. In certain situations, a brief 'quiet time' may be used to allow a child to calm down and recover self-control before resuming group activities. This time is limited to no more than one minute per year of the child's age.

#### Aggressive Behavior

All children need to be able to participate in planned activities and be able to follow simple directions. As with all aggressive behaviors parents are notified with each incident. Aggressive and hurtful behavior includes, but is not limited to: biting, hitting, kicking, pushing, and pinching. Such behavior is not appropriate. We will use every appropriate method to help children control their:

Step One: Teacher/Director Coaching the child and contact with the parent.

Step Two: Director, Teacher, Parent Conference make suggestions.

Step Three: Second Conference at which time a referral to our Behavior Specialist will be made.

Any or all of the steps may be skipped or omitted as deemed appropriate, based on the extent of the aggressive behavior and circumstances.

### **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**

Our students' social-emotional needs are met through a variety of services. All center staff are required to report any suspension of abuse or neglect to the proper authorities. We utilize district provided social workers and counselors and maintain a mentoring relationship with honor students from the local middle school.

## **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

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

#### **Description**

Our center depends on parental involvement. Ninety-five percent of parents of students enrolled at DECC will be involved in their child's education by volunteering at least 10 hours during the school year. Parents are encouraged to be an active part of our program by attending parent workshops, parent nights and quarterly celebration activities. We also participate in community events throughout the year.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Desoto Early Childhood Center is in partnership with the Desoto Educational Foundation and the Desoto Literacy Council. These partnerships provide resources to help teachers acquire books to support instruction in the classroom and the purchase of playground equipment.

## **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

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

Name	Title
Clemons, Phyllis	Principal

### Duties

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

The principal is responsible for ensuring that program requirements are met and students are provided the best educational experience possible. The curriculum, Scholastic Big Day, is used to support instruction of the standards and provide character development activities. The principal participates in professional development activities and conferences to ensure she is current with the latest and most effect educational best practices available. Decisions are made by requesting input from staff when making decisions regarding classroom practices as well as policies and procedures. The principal also actively seeks out professional development activities for staff and ensures that all staff is current with the mandatory 10 hours of annual in-service.

***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 process used to meet the needs of all students and ensure desired student outcomes includes, but is not limited to acquiring the most qualified staff, identifying and prioritizing program needs, making request to district for funds and resources using the appropriate processes and procedures. Supplemental sources of funds are acquired through the participation with the Early Learning Coalition, and self-pay families. The leadership team meets weekly to discuss and plan center activities, instructional strategies and make decisions regarding improvements plans for the betterment of the center. Inventory of resources such as curriculum materials and center activities are maintained with the classroom teacher. Our method of applying resources for the highest impact involves discerning the instructional needs first, then supplementing those materials with supporting material such as technology and the arts.

The principal is responsible for acquiring funds to purchase resources and materials while the principal and members of the leadership team are responsible for decisions regarding teaching methods and lesson planning and center activities.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Phyllis Clemons	Principal
Renee Tanner	Teacher
Amanda Byrd	Teacher
Mary Pete Martin	Teacher
Natalyn Flemming	Education Support Employee
Angelica Cardenias	Education Support Employee

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

School Advisory Council (SAC) is a school-related organization established by the state to provide support and information to the school staff and administration. The function of SAC is primarily to look at the academics and directions of the school and to provide the parent support and involvement necessary to accomplish the desired goals of the school.

*Development of this school improvement plan*

The SAC provides input into SIP and approves for submission.

*Preparation of the school's annual budget and plan*

The principal is responsible for development and maintain the annual budget.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

All funds allocated to SAC will be used to purchase classroom supplies to be used by children.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

The center is in the process of recruiting parents and members of the community to participate on the SAC committee. Invitation letters will be sent out to invite parents to join and participate.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clemons, Phyllis	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The leadership team promotes literacy through literacy rich activities using manipulatives such as Legos to practice syllables, music and games to learn letters, sounds, phonics, phonemic/ phonological awareness and storytelling.

Other members of the leadership team: Renee Tanner, Michelle McKenzie, Mary Pete Martin, Amanda Byrd and Natalyn Flemming, Angelica Cardenias.

## Ambitious Instruction and Learning

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Desoto Early Childhood Center students will visit the VPK classrooms at Nocatee Elementary School towards the end of the school year to visit the classrooms and teachers. We believe this will help with the anxiety of transitioning from pre-school to VPK. The families of our students will also be encouraged to participate in Pre-Kindergarten Round-Up at the end of the school year.

#### College and Career Readiness

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

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***