

Mcmillian Learning Center



2015-16 School Improvement Plan

Mcmillian Learning Center

1403 W SAINT JOSEPH AVE, Pensacola, FL 32501

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	74%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Escambia 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of McMillan Pre-K is to provide a "child centered" environment, which promotes the educational, social, emotional, and physical development of each child.

Provide the school's vision statement

Our vision at McMillan Pre-K is for all stakeholders to work together to offer an educational environment in which everyone (students, parents, community, and staff members) feel welcomed, respected, and valued. We envision our school as one which provides a comfortable, stimulating, and developmentally appropriate environment for our young students. We encourage collaboration to implement the best educational plan for all students.

School Environment

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

McMillan Learning Center is the home for a multitude of programs, including Pre-k. The faculty and staff of McMillan Pre-K Center believe that each student is a valuable, unique individual who has the right to be educated. Our program focuses on the child, with a strong parental involvement component. Thus, our commitment to this focus, drives us to develop programs and/or activities which promote relationship building among not only teachers and students, but also parents.

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

Safety is paramount; therefore, we have developed and implemented dual levels of protocol that are used daily to ensure the safe arrival and dismissal of our pre-k students. All of our students are received directly from their parent and/or guardian and dismissed to an authorized adult. During our school hours, all parents and/or visitors are required to check-in and check-out in the front office. When checking in and/or out, we use the RAPTOR security software as a screening tool. Additionally, our exterior facility doors can be locked at the flip of a switch here on site. Thus, our exterior doors are automatically locked and unlocked by our district's computerized security monitoring system.

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

Through our school's Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. We have also developed a Positive Behavior Management Plan for school-wide use with our pre-k students.

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

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District

Title I Office. Additionally, we have a certified counselor/social worker who supports our facility, thus he provides additional services to students and parents.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

McMillan Learning Center is a pre-k school with enrollment comprised of only pre-k students. During the 2014 - 2015 school term, our data indicated 9 of our students' attendance fell below 90 percent. While enrolled at our site, the following strategies are implemented:

- * Daily Automated School Messenger call-out to parents for attendance (when a child is absent)
- * Following the 3rd consecutive day of absence, teachers are required to make parent contact
- * School Social Worker referral can be completed following the 3rd day, if phone contact deems necessary
- * Parent conference (attendance)
- * Parent conference (academic assessment review of performance)

Provide the following data related to the school's early warning system

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The only early warning indicator observed at our site was attendance below 90%. This indicator was addressed above within item (a).

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

Countless research shows that children who attend preschool perform better throughout the following grades levels. Likewise, research supports parents and family members that are actively involved, thus being stronger advocates for their child's education. Therefore, it goes without saying, the cornerstone of student growth for preschool children is engaging, involving, and informing parents of ways to enhance being their child's first teacher. Our pre-k program is committed to supporting children and families in the following areas: intellectually, emotionally, and socially.

Thus the parental involvement goal for our school is:

Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities.

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

Our school continues to seek partnerships with local community business; however, due to the struggling economy, we realize fewer opportunities are available. Currently, we have several community organizations and/or businesses that provide support and available resources to increase our literacy goal. To continue encouraging support, several community based organizations volunteer during our Family Night Out events, with in kind contributions.

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:

Name	Title
Moody, Patrice	Principal
Dunmore, Gracey	Teacher, PreK
McKinney, Stella	Teacher, ESE
Brown, Paula	Teacher, ESE
Spencer, Kristyn	Teacher, ESE

Duties

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

The principal provides a common vision for the use of data-based decision making, ensuring that the school based leadership team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of the school staff, ensures adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans, SIP and activities.

Our general education VPK teacher, provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

The ESE teacher participates in the Tier process to provide support and offer strategies to the general education teachers.

School psychologist participates in the collection, interpretation, and data analysis; facilitates development of intervention plan; provides support for intervention fidelity and documentation;

provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Our speech pathologist educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

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 School Improvement Plan will be shared with the committee. We will review each month to check progress towards goal. The MTSS Leadership Team also meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team provides data and information on struggling students, targeting academic and social /emotional areas that need to be addressed; strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching and aligned processes and procedures.

Title I, Part A:

McMillan Pre-K Center receives additional Title I funds to extend the children's instructional day. The state provides funding for the first three hours of our VPK instructional day, the remaining portion of our full VPK instructional day is funded through our district's Title I office. Thus, our full day program enables the instructional staff to work with children on readiness skills, preparing them for kindergarten. All of our students live in Title I school areas.

Title I, Part C Migrant:

McMillan Pre-K Center receives funds to support two classes serving migrant students, enabling the children to become more proficient in English. In addition, when our enrollment numbers exceed 38, we assign all remaining students in our VPK classrooms. A Vietnamese teacher assistant works with both the parents and the children, especially during translation of sensitive matters. Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 41 Migrant students at McMillan Pre-K. We are providing the following services to these students: staffed each classroom with an Early Childhood Assistant to improve English proficiency; provide additional literacy based materials for students and their families; provide a minimum of two Family Night programs; and provide 3 weeks of extended summer school for our Migrant pre-k students.

Title I, Part D:

Service to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Title II:

Professional development is offered at both the school and district level. Please see each goal area (Parental Involvement and Additional Targets) for specific professional development activities.

Title III:

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Migrant Pre-K center and we serve 41 ELL students in pre-k.

Title VI, Part B:

Title VI, Part B is for Rural and Low Income School Program. We do not qualify here.

Title X Homeless:

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento

Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. Currently, at McMillan Pre-K, we do not have any identified homeless students.

Supplemental Academic Instruction (SAI):

Our SAI monies are used primarily to purchase classroom teaching supplies and materials to supplement/enhance our instructional program.

Violence Prevention Programs:

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-wide Behavior Management Plan, we will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Report website where bullies may be reported anonymously.

Nutrition Programs:

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs:

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start:

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Office.

Adult Education:

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College (PSC) also provides programs for adults over 16 years of age.

Career and Technical Education:

At McMillan Pre-K, we host a Career Day activity for our students. During our activity, here is a brief list of some of the careers observed: postman, teacher, principal, secretary medical, baker, fireman, policeman, construction, etc.

Job Training:

Not Applicable

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Patrice Moody	Principal
Mrs. Gracey Dunmore	Teacher
Mrs. Fernah Blankenship	Education Support Employee
Mrs. Toya Pritchett	Business/Community
Mrs. Tran Nguyen	Parent
Mrs. Loris Clark	Parent
Ms. Francine Fountain	Parent
Ms. MarLou Hagwood	Parent
Mrs. Linda Nguyen	Parent
Mrs. Trisha Tran	Parent

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

During the 2014- 2015 school term, our School Improvement Plan focused on two primary goals:
1) Parental Involvement - Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities.

*Evaluation Statement: Our target was to have at least 70% of our parents involved in our six Family Night Out evening activities during the 2014 - 2015 school term. According to our sign-in sheets, we exceeded our expectations with at least 80% of our parents participating in at least one, if not more of our educationally engaging activities.

2) School Readiness - To maintain a minimum of 75% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

*Evaluation Statement: Our 2014 - 2015 target was to have at least 75% of our students ready for kindergarten, as per the VPK Provider Kindergarten Readiness Rate released in January 2015. Our data, received in January 2014 revealed that 92% of our students were ready for kindergarten, with our VPK Provider Kindergarten Readiness Rate of 92%. Our VPK student data for 2013 - 2014, this past school term, was scheduled to be released in January 2015; however, due to changes made at the state level, there were no VPK Readiness Rates released in January 2015. Our end of year 2015 VPK AP3 data results revealed at least 92% of our students were ready for kindergarten.

Development of this school improvement plan

Our SAC is actively involved in monitoring and reviewing our school-wide performance data. Throughout the school term, our SAC is provided data review updates on both pre and post Diagnostic Inventory of Annual Learning (DIAL 3) screening data, Florida VPK Assessment score data for AP1, AP2, and AP3, and our Florida VPK Readiness Rate results. Additionally, our SAC provides suggestive input in the development of both our annual budget and the school improvement plan.

Preparation of the school's annual budget and plan

Historically, our school's annual budget has been given to us in the spring for preparation of the upcoming school term. As in times past, the School Advisory Council is actively involved in the development of our school's annual budget. Additionally, our current School Advisory Council members review, edit, and provide input towards the development of our School Improvement Plan.

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

There were no School Improvement Funds allocated for the 2014 - 2015 school term. At this time, no SAC funds are available for the 2015 - 2016 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Moody, Patrice	Principal
Dunmore, Gracey	Teacher, PreK
McKinney, Stella	Teacher, ESE
Brown, Paula	Teacher, ESE
Spencer, Kristyn	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

Reading: Phonological awareness will be given priority focus.

Writing: Organization of dictated stories will be given priority focus.

Math: Counting (meaningful & rote), identifying shapes, patterning, math vocabulary will be given priority focus.

Science: Classifying & sorting and science vocabulary will be given priority focus.

In addition, these areas of major initiative were selected based primarily upon kindergarten readiness skills. As a school, we are committed to increasing student engagement; thus, ensuring our students are provided multiple opportunities to achieve academic success. Therefore, the continued implementation of Early Childhood Teachscape is essential to our Literacy Leadership Team's success as we use this web based package for professional development.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our primary strategy used to encourage positive working relationships between teachers stem from our weekly Professional Learning Community meetings. During these educationally engaging meetings, colleagues are encouraged to become committed stakeholders through their individual involvement with team sharing activities, dialogue, and feedback. Additionally, our teachers and assigned assistants participate in collaborative planning and instructional delivery daily, during their school-wide scheduled planning time block.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The following strategies are implemented at McMillan Pre-K to recruit and retain highly qualified personnel:

1. Regular meetings of new teachers with principal.
2. Utilize START teachers. (Initiated by the principal)
3. Assign consult teacher (CT) for first year teachers. (Initiated by the principal)
4. Assign veteran teachers to both experienced teachers new to the school work-site and novice teachers (mentor/buddy system). (facilitated by the principal)
5. Hire NCLB Highly Qualified in-field teachers. (facilitated by the principal)
6. Partnering new teachers with veteran staff. (facilitated by the principal)
7. Networking/soliciting assistance from retired educators. (facilitated by the principal)
8. Regular professional learning community meetings with staff. (facilitated by the principal)
9. Daily Classroom Walk-through routine, by the principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have identified three mentors, Gracey Dunmore, Soi Tran, and Stella McKinney, at McMillan Pre-K. Our mentors were selected based upon multiple criteria. They have demonstrated, with previous assigned students, continuous improvements in all areas of pre-k readiness skills. The mentors and mentees, when assigned, are expected to meet bi-weekly in our professional learning community (PLC) to introduce, share, and reflect on developmentally appropriate best practices and specific strategies focused towards pre-k readiness. During our PLC, time is provided for sharing, feedback, coaching, reflecting, and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Houghton Mifflin Pre-K and McGraw Hill Growing With Mathematics are the primary curricula used to ensure our core instructional program is aligned to Florida's standards. Additionally, to strengthen our alignment of Florida's standards, all our teachers are regularly updated, with professional development training, whenever updated standards are implemented. Thus, all of our VPK teachers have received certified documentation of their completion of the latest VPK Standards training.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Baseline Data: VPK Assessment - AP1

Progress Monitoring: Early Growth Indicators Benchmark Assessment (Houghton Mifflin Pre-K Bundle Unit Assessments); McGraw Hill-Wright Group's Growing With Mathematics (unit assessments); Teaching Strategies Gold (T S Gold) for continuous progress monitoring, Student Portfolios

Midyear: Early Growth Indicators Benchmarks Assessment; VPK Assessment - AP2; T S Gold

End of Year: Early Growth Indicators Benchmark Assessment; VPK Assessment - AP3; T S Gold
Frequency of Data Days: Twice a month for data analysis

Students that are identified as "below expectation" are provided specific strategies, smaller group

instructions, and additional time to master standards. With modified instructions, our end of year assessments have historically revealed approximately 95% of our students are ready for kindergarten.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

As a pre-k school, we have not implemented any of the "extended learning strategies" indicated above.

Strategy Rationale

As a pre-k school, we have not implemented any of the "extended learning strategies" indicated above.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Moody, Patrice, pmoody@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

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

McMillan Pre-K Center has 5 units of Voluntary Prekindergarten (VPK) with combined ESE inclusion slots, 3 units of self-contained pre-k ESE and 2 pre-k migrant units. VPK was created to prepare four-year old students for kindergarten and to build a strong foundation for their continued educational success. In May, if funding is available, we collaborate with neighboring elementary schools, as we assign a 'special day' for our prekindergarten students to spend time and visit a kindergarten classroom and interact with the teacher. This event is a 'milestone' in the process of transitioning our students into kindergarten. In addition, we encourage our parents to register their child where they will attend kindergarten during the fall. We routinely talk to the children about the differences between pre-k and kindergarten. In addition, we provide a transition book of activities for the summer so parents can help their children retain skills learned in pre-k.

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

McMillan Pre-K Center's student enrollment consists of only pre-k students.

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

McMillan Pre-K Center's student enrollment consists of only pre-k students.

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

McMillan Pre-K Center's student enrollment consists of only pre-k students.

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

McMillan Pre-K Center's student enrollment consists of only pre-k students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities.
- G2.** To maintain a minimum of 85% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities. 1a

Targets Supported

1b

G067846

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- This is our third year of receiving Title I funds, as a school site, thus we now have funds earmarked for the specific purpose of parental involvement activities/events.

Targeted Barriers to Achieving the Goal 3

- Some parents do not have personal transportation to attend workshops.

Plan to Monitor Progress Toward G1. 8

Will review parent sign-in sheets following each parent night out event/activity to identify the progressive change in participation data.

Person Responsible

Gracey Dunmore

Schedule

Every 6 Weeks, from 9/7/2015 to 5/27/2016

Evidence of Completion

Parent sign-in sheets

G2. To maintain a minimum of 85% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities. 1a

G067847

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- On-site school level professional community learning
- District level professional training
- New district-wide FOCUS attendance software
- Use of Title I funds to purchase interactive devices and additional classroom equipment and supplies

Targeted Barriers to Achieving the Goal 3

- Attendance (tardies and absences)
- Lack of professional development, as some teachers and/or assistants require additional training in the delivery of readiness skills and classroom management techniques

Plan to Monitor Progress Toward G2. 8

Review of the following student data: Florida VPK Assessment AP1, AP2, and AP3, T S Gold, and Houghton Mifflin Pre-K (curriculum unit assessments)

Person Responsible

Patrice Moody

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Comparisons of the following pre-k student data: Florida VPK Assessments and Houghton Mifflin unit assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities. **1**

 **G067846**

G1.B1 Some parents do not have personal transportation to attend workshops. **2**

 **B175787**

G1.B1.S1 In addition to our workshops offered during the school day, we will offer multiple evening events/activities for increased parental involvement. **4**

 **S187069**

Strategy Rationale

Our focus is to increase, parent options as per time of day, to attend educational events.

Action Step 1 **5**

During our evening Family Night out events/activities, dinner will be provided for families as they actively engage in multiple skill building activities that are designed to increase rigor.

Person Responsible

Gracey Dunmore

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Collection of participation data on the number of parents who participate in involvement events/activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Our collection of parent participation/involvement data will be closely monitored, as we will carefully tailor our training to fit both our student needs and our parents availability options.

Person Responsible

Gracey Dunmore

Schedule

Every 6 Weeks, from 9/7/2015 to 5/27/2016

Evidence of Completion

Detailed comparison of our participation data to determine elevations and/or increases in parent participation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Our parent sign-in sheets will be monitored and compared to identify increases in parent participation.

Person Responsible

Gracey Dunmore


Schedule

Every 6 Weeks, from 9/7/2015 to 5/27/2016


Evidence of Completion

Comparison of our parent-sign in sheets will reveal and/or identify an increase in parental involvement.

G2. To maintain a minimum of 85% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities. 1

 G067847

G2.B1 Attendance (tardies and absences) 2

 B175788

G2.B1.S1 Personal phone call to parents. 4

 S187070

Strategy Rationale

Share the importance of student attendance.

Action Step 1 5

Routine Professional Development for all teachers on FOCUS, especially when printing monthly attendance.

Person Responsible

Patrice Moody

Schedule

Monthly, from 8/27/2015 to 5/27/2016

Evidence of Completion

Sign-in sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review FOCUS Attendance sheets

Person Responsible

Patrice Moody

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Increased attendance as per FOCUS data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Increased student attendance

Person Responsible

Patrice Moody


Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Increased attendance per FOCUS

G2.B1.S2 Perfect attendance monthly recognition 4

 S187071

Strategy Rationale

Proactive student encouragement.

Action Step 1 5

Attendance report from FOCUS to identify students with perfect attendance.

Person Responsible

Patrice Moody

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Attendance of each student enrolled; thus, students with perfect attendance will be acknowledged with a certificate.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Train teachers on how to run nine week attendance reports and identify eligible students.

Person Responsible

Patrice Moody

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Attendance reports in FOCUS

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data will reflect an increased attendance rate for the school year 2015-2016, thus impacting student achievement.

Person Responsible

Patrice Moody


Schedule

Quarterly, from 9/7/2015 to 5/27/2016


Evidence of Completion

final nine week attendance report for perfect attendance

G2.B2 Lack of professional development, as some teachers and/or assistants require additional training in the delivery of readiness skills and classroom management techniques **2**

 B175789

G2.B2.S1 Facilitate professional development to both teachers and assistants on how to effectively deliver pre-k readiness skills and model classroom management techniques. **4**

 S187072

Strategy Rationale

To maintain or increase the number of students ready for kindergarten.

Action Step 1 **5**

Facilitate and utilize Early Childhood Teachscape for professional development with both teachers and assistants, with focus on pre-k readiness skills and model proactive classroom management techniques.

Person Responsible

Patrice Moody

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Daily classroom walk through and close monitoring of student data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Daily classroom walk through rounds, monitoring of lesson plans, actually monitoring students' engagement, and monitoring internal student behavior sheets.

Person Responsible

Patrice Moody

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

VPK Assessment data for AP2 and AP3 will be compared to baseline AP1 data also T S Gold data will be used to monitor student progress.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

- * Florida VPK Assessment data for AP2 and AP3 will be compared to AP1
- * T S Gold will be used as a progress monitoring tool to observe student growth

Person Responsible

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teachers observed delivering effective pre-k readiness skills techniques and weekly lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	During our evening Family Night out events/activities, dinner will be provided for families as they actively engage in multiple skill building activities that are designed to increase rigor.	Dunmore, Gracey	9/7/2015	Collection of participation data on the number of parents who participate in involvement events/activities.	5/27/2016 monthly
G2.B1.S1.A1	Routine Professional Development for all teachers on FOCUS, especially when printing monthly attendance.	Moody, Patrice	8/27/2015	Sign-in sheet	5/27/2016 monthly
G2.B1.S2.A1	Attendance report from FOCUS to identify students with perfect attendance.	Moody, Patrice	9/7/2015	Attendance of each student enrolled; thus, students with perfect attendance will be acknowledged with a certificate.	5/27/2016 monthly
G2.B2.S1.A1	Facilitate and utilize Early Childhood Teachescape for professional development with both teachers and assistants, with focus on pre-k readiness skills and model proactive classroom management techniques.	Moody, Patrice	9/7/2015	Daily classroom walk through and close monitoring of student data	5/27/2016 biweekly
G1.MA1	Will review parent sign-in sheets following each parent night out event/activity to identify the progressive change in participation data.	Dunmore, Gracey	9/7/2015	Parent sign-in sheets	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Our parent sign-in sheets will be monitored and compared to identify increases in parent participation.	Dunmore, Gracey	9/7/2015	Comparison of our parent-sign in sheets will reveal and/or identify an increase in parental involvement.	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Our collection of parent participation/involvement data will be closely monitored, as we will carefully tailor our training to fit both our student needs and our parents availability options.	Dunmore, Gracey	9/7/2015	Detailed comparison of our participation data to determine elevations and/or increases in parent participation.	5/27/2016 every-6-weeks
G2.MA1	Review of the following student data: Florida VPK Assessment AP1, AP2, and AP3, T S Gold, and Houghton Mifflin Pre-K (curriculum unit assessments)	Moody, Patrice	9/7/2015	Comparisons of the following pre-k student data: Florida VPK Assessments and Houghton Mifflin unit assessments	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Increased student attendance	Moody, Patrice	8/17/2015	Increased attendance per FOCUS	5/27/2016 monthly
G2.B1.S1.MA1	Review FOCUS Attendance sheets	Moody, Patrice	9/1/2015	Increased attendance as per FOCUS data	5/27/2016 monthly
G2.B2.S1.MA1	* Florida VPK Assessment data for AP2 and AP3 will be compared to AP1 * T S Gold will be used as a progress monitoring tool to observe student growth		8/17/2015	Teachers observed delivering effective pre-k readiness skills techniques and weekly lesson plans	5/27/2016 quarterly
G2.B2.S1.MA1	Daily classroom walk through rounds, monitoring of lesson plans, actually monitoring students' engagement, and monitoring internal student behavior sheets.	Moody, Patrice	8/17/2015	VPK Assessment data for AP2 and AP3 will be compared to baseline AP1 data also T S Gold data will be used to monitor student progress.	5/27/2016 daily
G2.B1.S2.MA1	Data will reflect an increased attendance rate for the school year 2015-2016, thus impacting student achievement.	Moody, Patrice	9/7/2015	final nine week attendance report for perfect attendance	5/27/2016 quarterly
G2.B1.S2.MA1	Train teachers on how to run nine week attendance reports and identify eligible students.	Moody, Patrice	9/7/2015	Attendance reports in FOCUS	5/27/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. To maintain a minimum of 85% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

G2.B1 Attendance (tardies and absences)

G2.B1.S1 Personal phone call to parents.

PD Opportunity 1

Routine Professional Development for all teachers on FOCUS, especially when printing monthly attendance.

Facilitator

Dr. Patrice Moody & Ms. Sandra Whiting

Participants

Classroom teachers and assistants

Schedule

Monthly, from 8/27/2015 to 5/27/2016

G2.B2 Lack of professional development, as some teachers and/or assistants require additional training in the delivery of readiness skills and classroom management techniques

G2.B2.S1 Facilitate professional development to both teachers and assistants on how to effectively deliver pre-k readiness skills and model classroom management techniques.

PD Opportunity 1

Facilitate and utilize Early Childhood Teachscape for professional development with both teachers and assistants, with focus on pre-k readiness skills and model proactive classroom management techniques.

Facilitator

Dr. Patrice Moody, principal

Participants

Classroom teachers and assistants

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	During our evening Family Night out events/activities, dinner will be provided for families as they actively engage in multiple skill building activities that are designed to increase rigor.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,500.00
			Notes: 2500.00 has been budgeted for 5 separate Family Night Out events.			
2	G2.B1.S1.A1	Routine Professional Development for all teachers on FOCUS, especially when printing monthly attendance.				\$0.00
3	G2.B1.S2.A1	Attendance report from FOCUS to identify students with perfect attendance.				\$0.00
4	G2.B2.S1.A1	Facilitate and utilize Early Childhood Teachscape for professional development with both teachers and assistants, with focus on pre-k readiness skills and model proactive classroom management techniques.				\$0.00
Total:						\$2,500.00