# Early Learning Academy At Duval

**2016-17 Schoolwide Improvement Plan**

# Early Learning Academy At Duval

2106 NE 8TH AVE, Gainesville, FL 32641

https://www.sbac.edu/duval

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2015-16 Title I School** | **2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-KG | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 94% |

## School Grades History

| Year | 2017-18 |
|---|---|
| Grade | |

*\*Informational Baseline School Grade*

***Note:*** *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

## 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 a monitoring status of "Former F" (see page 4). 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.

## Table of Contents

# 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

**2016-17 DA Category and Statuses for Early Learning Academy At Duval**

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northeast - [Cassandra Brusca](#) | Not In DA - N/A |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

**a. Provide the school's mission statement.**

At Duval Early Learning Academy, we are committed to helping students effectively use their hands, hearts, and minds to develop their talents, become responsible citizens, and achieve academic excellence.

**b. Provide the school's vision statement.**

Duval Early Learning Academy students, parents, staff, and the community is committed to the success of every student. Through the use of play and labs, students will develop strong language skills, while learning about self-control and cooperative learning

#### 2. School Environment

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

The process by which the school learns about students' cultures and builds relationships begins when parents/guardians and students enter or call our school. Our office staff and support staff are trained to greet families with the goal of offering any and all the assistance we can. We provide families a warm safe setting that allows stakeholders to see and feel that we genuinely want to see children succeed. Our teachers are encouraged to get to know each student and their family through surveys, early assessment activities, parent conferences and data meetings We hold open house and parent night activities that allow families to meet with the teacher.

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

The school creates an environment where students feel safe and respected by building a positive and supportive culture throughout the school. Before and after school our staff have duty posts located in all traffic areas that students are allow to travel. Students are monitored at all times before, during and after school. All parents are screened using the Raptor system before they can enter the school. All volunteers are screened before they can volunteer in the classroom. The staff and mentors role model to students as they treat each other with respect through positive interactions. Students are treated with compassion and caring through positive reinforcement such as tangible rewards like prizes and positive praise.
Students are greeted every morning by school staff, with a warm smile and a kind word. Throughout the day staff is encouraged to look for and identify students who are doing positive things. Positive praise and recognition.are things that we work daily to provide for our students. Our staff also addresses negative behaviors with a warm positive response. Our *School wide discipline plan allows all students to know what is expected and that consequences are designed to help them develop to do their best.. All students are taken seriously and listened to when they make the appropriate request to be heard. We focus on positive behavioral reinforcement.

**c. 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 first phase of the schoolwide behavior plan is to have students supervised at all times. We start school on time, announcements are made and teachers must have planned and be ready to teach prior to the end of morning announcements. Quality lesson planning is another step toward behavior management and student engagement followed by quality implementation.

Established systemic protocols through the use of School-wide Discipline Plan Success for All procedures are used throughout the school. We provide:
-Clear behavioral expectations provided visually throughout the school.
-In-service provided for all school personnel on school wide discipline plan.
-In-Service for Getting Along Together Curriculum
-Use of Morning Circle to discuss feelings, etc
- Counseling from school guidance counselor as well as contracted services from the community
-PLC book study

**d. 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.**

School Counselor implements six weeks classroom guidance units, focusing on developmentally appropriate social / emotional skills and career development.
-School-based Mental Health Counselor
-Scheduling EPT for students in need of additional support

## 3. 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).

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

Early warning indicators that we use are:
-Attendance which includes absences, tardies and early check out
-Suspension i.e. temporary removal from class such as extended time outs, in school suspension and out of school
-Student not meeting grade level expectations each quarter, scheduling EPT
-Parent Involvement, non attendee, minimal attendee

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| One or more suspensions | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA or Math | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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

EPT meetings for any student with 6 or more unexcused absences within a 30 instructional days.
Behavior Intervention plans for identified students to decrease classroom disruption and to increase academic performance.
Quarterly data chats using assessments.
Counseling provided by guidance counselor.
Title I provided to students meeting criteria.

## B. Family and Community Engagement

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).

**1. 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).

**a. Will the school use its PIP to satisfy this question?**
Yes

***1. PIP Link***
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/307724.

***2. Description***
A PIP has been uploaded for this school or district - see the link above.

**2. 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.**

-Community and local church partnerships provide resources to support the school and student achievement.
-Food For Kids (local church provides weekend food filled backpacks for identified families in need)

## C. 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).

### 1. School Leadership Team

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

| Name | Title |
| --- | --- |
| Black, Judy | Principal |
| Warring, Erica | Assistant Principal |
| Herman, Tunisha | Instructional Coach |
| Pierre, Angie | School Counselor |

**b. Duties**

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.
Principal works with staff on selecting Professional Development Training, as needed.
Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection and deliver Tier I instruction/intervention.
Exceptional Student Education Teachers: Participate in student data collection, and collaborate with general education teachers.
BRT: Facilitates the behavioral needs and building concerns of the school.
SFA Facilitator: Resource for the implementation of Success for All Reading Program
Instructional Literacy Coach: Develop,lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
FCIMS support
School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based making activities.
Guidance Counselor: Ensures RTI process, training of teachers, coordination of RTI process, facilitates meetings of EPT team, IEP meetings, and staffing's.

*2. 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 RTI Leadership Team met to help develop the SIP. The team provided data on academic areas that need to be addressed. Data such as , SFA assesments and quarterly reading and math, district level assessment to
determine areas of concern. Tier 2 groups are set up at the beginning of the year based on data and are revisited throughout the year. They remain fluid based on individual student needs. Progress is monitored every 4-6 weeks. This process helps guide the activities that will be implemented in the SIP to further help students. The RTI team meets formally at least once a month with all members. Team meetings are held once a week by the teacher tutors, FCIM teacher and BRT. Each member reports to the group about student progress. Through the use of Google Documents, team members track student progress, make curriculum and behavioral decisions based on data, and address the needs of each child using behavior reports and assessments.
Services are provided to ensure students requiring additional remediation are assisted through daily remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The school utilizes a FCIM Facilitator and Literacy Coach to assist teachers and provide professional development. The Migrant support resource advocates for school and families. The liaison coordinates with Title I and other programs to ensure student needs are met. District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

District receives funds for improving basic education programs through the purchase of technology to supplement educational
programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development will be offered in Smartboard software technology. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science. Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. District Homeless coordinator provides resources for students identified as homeless under the McKinney-Veto Act to eliminate barriers for a free and appropriate education. The school offers a non-violence and anti-drug program (Mendez) to students. The school also offers Positive Behavior Support (PBS) to students. The school offers fruits and vegetables daily to students through the Fruit and Vegetable Grant. Students in need are also sent home on weekends with a backpack filled with food provided by business partners. The district provides a summer meal program for students to receive free breakfast and lunch during the summer. Title I provides materials for Parent Involvement. A Kindergarten roundup is held each April for all incoming Kdg. students. Kindergarten teachers will meet with Head Sstart Teachers throughout the school year.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
|---|---|
| Judy Black | Principal |
| Jennifer Aponte | Parent |
| Bill Hutchinson | Business/Community |
| Keisha McArthur | Education Support Employee |
| Leigh Gaylard | Teacher |

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

N/A Duval Early Learning Academy opened August 2016. Serving children ages 3,4, and 5.

*b. Development of this school improvement plan*

Principal collaborated with teachers, staff, parents, and community members to develop the School Improvement Plan for 2016-17

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

The schools annual budget will be submitted to the SAC for review and discussion. Feedback and suggestions will be encouraged and considered before a vote will be made to finalize the proposed changes and a final budget is adopted.

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

N/A Duval Early Learning Academy opened August 2016

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

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

## 3. Literacy Leadership Team (LLT)

### a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
| --- | --- |
| Black, Judy | Principal |
| Herman, Tunisha | Instructional Coach |
| Warring, Erica | Assistant Principal |
| Pierre, Angie | School Counselor |

### b. Duties

### *1. Describe how the LLT or similar group promotes literacy within the school, if applicable.*

1. Provide teachers with support in understanding the test item specs for the Quarterly Reading Assessment (District).
2. Planning with individual teachers and teams analyzing and using data to drive instruction targeting differentiated student needs.
3. Planning, modeling or coteaching, followup conferencing, and next steps (coaching cycle) ongoing throughout year with teachers.
4. Provide PD targeted to school wide needs as identified by leadership team. 56. Monitor student progress and continue to develop lessons based on student needs.
5. ensuring fidelity of implementation of the Florida ELA standards

## D. 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).

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

The school provides:
-scheduled collaborative planning days for teachers, coaches and/or SFA Facilitator
- providing opportunities for teachers to visit other age level classroom for observation of best practices
- monthly school/team building activities for all staff
- staff recognition by leadership team of accomplishments
- school hospitality committee
- teachers encouraged to provide feedback for professional needs development

Describe the school's strategies to recruit, develop and retain highly qualified, certified

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

Our goal is to select the most qualified and best fit for our student population through careful selection of candidates and thorough interviews. Our district has assisted this goal by allowing us to hire as early as

possible. We will retain teachers by providing mentoring with veteran teachers, district mentor teacher, in-services relative to our school's needs and professional development to help all teachers improve their teaching practices. Staff has been provided an additional three hours a week to collaborate with Head Start Teachers.

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

A mentor coach is provided for new teachers. We also have a mentor coach stationed at our school to support all teachers. She works with the teachers in areas they would like to improve or just grow in. We provide opportunities for teachers to visit other classrooms to observe and model instructional practices

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

The school implements the Success for All instructional programs. Two days of training were provided to all teachers. Success for All will send a coach to Duval Early Learning Academy 13 days this school year to oversee the implementation of the program. SFA Facilitator has been trained to work with the staff as well.
Staff attends the annual SFA conference, coming back and working with the staff on what was learned.

#### b. Instructional Strategies

*1. 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.*

Students qualifying for Title I services receive them through a 30 minute block of time each day for reading support.
Monthly data chats discussing student success.
Weekly meetings discussing student progress.
Quarterly changes, if necessary, to students receiving Title I. removing students with poor attendance or if a student moved, we add another student from the waiting list to receive services.
Teachers also do reinforcing teaching with students needing additional instruction with a specific skill.

*2. 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:** 10,800 |

We have 21st Century Program for our students after school. Students are provided time for homework and additional tutoring.

### Strategy Rationale

This provides students with an opportunity to receive additional time reinforcing skills taught in the day.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Black, Judy, blackjm@gm.sbac.edu

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

Students' data is monitored throughout the year. Weekly assessments, unit test and progress monitoring data will be reviewed to determine the effectiveness of the program.

## 2. Student Transition and Readiness

### a. 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).

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

The school conducts a Kindergarten roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. Head Start students are invited to our kindergarten round-up. Teachers will meet with the students, while the principal meets with parents. Throughout the school year kindergarten and Head Start teachers collaborate - focusing on the expectations of each grade level.

### b. College and Career Readiness

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

Partnership with University of Florida Unified Early Childhood Program, interns work with students.

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

N/A

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

Guidance Counselor organizes Career Day for all students, as well, as speakers relating to each unit of instruction.

*4. 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.*

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

Increase student achievement in ELA and Math skills

### B. 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"Â? 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.

70% of kindergarten students do not come to school with pre kindergarten skills

### C. Strategic Goals

## 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

1 = Problem Solving Step          🔑 S123456 = Quick Key

### Strategic Goals Summary

**G1.**          Increase percentage of students meeting grade level expectations on the District Quarterly Reading Assessment May 2016.

### Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Increase percentage of students meeting grade level expectations on the District Quarterly Reading Assessment May 2016. 1a

🔍 G085145

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA Achievement District Assessment | 90.0 |

## Targeted Barriers to Achieving the Goal 3

- attendance of students

- Implementation of new Success for All program

## Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance monitor

- Success for All Faciltator

## Plan to Monitor Progress Toward G1. 8

Using data, check for students that need extra support through Title I

**Person Responsible**
Erica Warring

**Schedule**
Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***
Assessment reports

## 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.** Increase percentage of students meeting grade level expectations on the District Quarterly Reading Assessment May 2016. [1]

🔑 G085145

**G1.B1** attendance of students [2]

🔑 B226461

**G1.B1.S1** Monitor attendance, written contact with parents, telephone conference with parents, EPT meetings with all involved [4]

🔑 S238892

### Strategy Rationale

Informing parents of the importance of their child attending school daily, on time.

### Action Step 1 [5]

EPT meetings set up when students has more than 6 days absent.

#### Person Responsible

Judy Black

#### Schedule

Biweekly, from 8/15/2016 to 5/31/2017

#### *Evidence of Completion*

Documentation of meetings, signature of those attending EPT

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

Documentation of attendance

### Person Responsible

Judy Black

### Schedule

Monthly, from 8/15/2016 to 5/31/2017

### *Evidence of Completion*

Attendance reports

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

Continue to monitor attendance

### Person Responsible

Judy Black

### Schedule

Monthly, from 8/15/2016 to 5/31/2017

### *Evidence of Completion*

Documentation of attendance officer visiting home, EPT meetings held

**G1.B2** Implementation of new Success for All program  2

🔑 B226462

**G1.B2.S1** Monitor implementation of Success for All  4

🔑 S238893

### Strategy Rationale

Through monitoring we will get fidelity implementing Success for All

**Action Step 1**  5

PD for staff on implementing SFA

#### Person Responsible

Erica Warring

#### Schedule

On 5/31/2017

#### *Evidence of Completion*

Monthly component meetings

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**  6

Walk through to observe implementation

#### Person Responsible

Erica Warring

#### Schedule

On 5/31/2017

#### *Evidence of Completion*

Documentation of walkthrough

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** `7`

Monitor student progress

### Person Responsible

Erica Warring

### Schedule

On 5/31/2017

### *Evidence of Completion*

Documentation of students' success on assessments, report cards, etc

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G1.MA1 🔑 M316333 | Using data, check for students that need extra support through Title I | Warring, Erica | 9/1/2016 | Assessment reports | 5/31/2017 monthly |
| G1.B1.S1.MA1 🔑 M316329 | Continue to monitor attendance | Black, Judy | 8/15/2016 | Documentation of attendance officer visiting home, EPT meetings held | 5/31/2017 monthly |
| G1.B1.S1.MA1 🔑 M316330 | Documentation of attendance | Black, Judy | 8/15/2016 | Attendance reports | 5/31/2017 monthly |
| G1.B1.S1.A1 🔑 A309395 | EPT meetings set up when students has more than 6 days absent. | Black, Judy | 8/15/2016 | Documentation of meetings, signature of those attending EPT | 5/31/2017 biweekly |
| G1.B2.S1.MA1 🔑 M316331 | Monitor student progress | Warring, Erica | 9/1/2016 | Documentation of students' success on assessments, report cards, etc | 5/31/2017 one-time |
| G1.B2.S1.MA1 🔑 M316332 | Walk through to observe implementation | Warring, Erica | 9/1/2016 | Documentation of walkthrough | 5/31/2017 one-time |
| G1.B2.S1.A1 🔑 A309396 | PD for staff on implementing SFA | Warring, Erica | 9/1/2016 | Monthly component meetings | 5/31/2017 one-time |

# V. Professional Development Opportunities

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

**G1.** Increase percentage of students meeting grade level expectations on the District Quarterly Reading Assessment May 2016.

**G1.B2** Implementation of new Success for All program

**G1.B2.S1** Monitor implementation of Success for All

### PD Opportunity 1

PD for staff on implementing SFA

#### Facilitator

Erica Warring & Vicki Peligrano

#### Participants

Kindergarten teacher

#### Schedule

On 5/31/2017

# VI. Technical Assistance Items

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

# VII. Budget

| 1 | G1.B1.S1.A1 | EPT meetings set up when students has more than 6 days absent. | | | | $0.00 |
|---|---|---|---|---|---|---|
| 2 | G1.B2.S1.A1 | PD for staff on implementing SFA | | | | $4,000.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
|---|---|---|---|---|---|---|
| | | 239-Other | 0022 - Early Learning Academy At Duval | Title I, Part A | | $4,000.00 |
| | | | *Notes: SFA Conference* | | | |
| | | | | | Total: | $4,000.00 |