Jackson County Early Childhood Center

2016-17 Schoolwide Improvement Plan

Jackson County Early Childhood Center

4283 KELSON AVE, Marianna, FL 32446

http://ecc.jcsb.org

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	No	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Jackson County School Board on 11/22/2016.

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 Jackson County Early Childhood Center

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	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.

Our Mission: "To maximize use of all resources in order to enhance school readiness for your children by providing services that are comprehensive, integrated and family focused."

"Creative Learning with a Purpose"

b. Provide the school's vision statement.

Our vision:
To ensure developmentally-appropriate programs of quality
To promote active involvement of each family
To provide qualified, competent, caring staff
To provide adequate resources
To develop, strengthen, and maintain seamless collaboration among programs, school district, and community providers.

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 student's cultures and builds relationships between teachers and students is through home-visits, parent conferences, and the study of different cultures in the classroom. Parents, family members, and friends are invited to share their culture in the classroom.

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 the students feel safe and respected by knowing each child, setting routines, and following schedules from the beginning. The children are welcomed each morning with enthusiasm and love. They are made to feel important, loved, and safe. The children know what to expect when they arrive. Classroom and playground inspections are done daily by the teachers to make sure the environment is safe. Classrooms are monitored throughout the week by the site administrator and the Children and Families Comprehensive Services Specialists. Parents are welcome to visit at all times, after signing in at the office and obtaining a visitor's pass.

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.

Staff are expected to maintain a positive learning environment for students at all times using appropriate classroom management strategies. Student behaviors are most effectively corrected by the daily provider through consistency and clearly described expectations. Staff must use age-appropriate intervention strategies in addressing student behavior/misbehavior. Appropriate tone of voice must be used in addressing children at all times. At NO TIME is corporal punishment allowed.

In the event that a student's behavior interferes with learning, then the following steps should be followed:

Step 1: Acknowledge the misbehavior on the student's eye level and assist student in identifying the inappropriate behavior and discuss possible alternative behaviors/actions that are appropriate and acceptable. Discuss consequences of not making good choices.

Step 2: Follow Step 1. Redirect student to a different activity/area of play, position staff close to student, or other appropriate intervention.

Step 3: Follow step 2. Contact parent by phone, note, or personal contact to discuss child's behavior, actions taken to correct behavior and discuss a plan for working with parents to improve behavior. Schedule a parent conference if necessary.

Before Step 4, teachers must exhaust ALL intervention strategies possible to include the behavioral resources available on school site.

Step 4: Complete "Student Behavior Referral." Contact CSS(Comprehensive Service Specialist) that you have a referral and need a visit to your classroom. CSS will come to class and address issue. If CSS is unavailable, she will as come as soon as she is free. CSS will remain and observe student to see if student re-adapts appropriately. CSS will make a follow-up visit to observe student's behavior. Teacher should schedule a conference to include the parent/guardian, CSS, and teacher to develop a behavior plan to address specific behaviors. Teacher must keep detailed dated anecdotal notes of behaviors and strategies used to address individual behaviors.

REFERRAL #1

Step 5: Complete :Student Behavior Referral". Contact CSS that you have a referral and need a visit to your classroom. CSS will come to class and address issue. She will come as soon as available. RE-ADDRESS effectiveness/implementation of behavior plan. Contact parent to discuss effectiveness of plan. Teacher should request a Child Study Team with Disabilities/Mental Health Comprehensive Services Specialist. CSS will provide additional counseling to student in a different environment for a cool-down time.

REFERRAL # 2

Step 6: Complete :Student Behavior Referral". Refer to Administrator. In the event the administrator is not available, contact CSS.

REFERRAL #3

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.

Social and emotional needs are being met everyday in our program. Our program is based on the social-emotional needs of the child. This is taught in the curriculum at JCECC and occurs through teacher/child/parent interactions in the classroom and at home. The parents give their input on the social and emotional development of their child and it is tracked on a skills inventory sheet. The teacher and the parent work together to ensure all the needs of the child are being met.

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.

Attendance is monitored daily by the Children and Families Comprehensive Services Specialists and the teachers. If a child is absent, contact is attempted, documented, and tracked. If the absences are excessive, a parent conference will be scheduled or a home-visit will be made to address the issue. Currently, our attendance for Head Start and Early Head Start has not dropped below 91%.

Suspension in Head Start is not an option.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

All students aim for mastery of program readiness goals. Integration of age-appropriate hands-on activities and technology help to support and reinforce early childhood skills. Teachers work with children individually during small group if a skill is not being met or if the child is struggling.

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?

No

1. PIP Link

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

2. Description

The parents are given the opportunity to be involved through being representatives on the Parent Policy Council or the School Advisory Council. All parents play a part in their child's education by volunteering in the classroom, attending parent conferences, and by completing two home visits per year. JCECC offers parent training classes, as well as, providing a parent training classroom with computers. There are numerous activities on campus that involve parents such as: Family Fun Day, Valentine Dance, Easter Egg Hunt, and the Tiny Tots Olympics. We have Parent Center meetings conducted monthly.

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.

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for the care and developmentally appropriate learning, growth, and development of young children. The school builds and sustains partnerships with the local community by utilizing and securing resources to support the school and student achievement. The school has participation by representatives from all stakeholder groups. JCECC has a Family and Community Comprehensive Specialist (CSS), as well as, Children and Families Comprehensive Services Specialist (CSS). Each child/family is assigned to a CSS. Partnerships are established within the community and cooperative agreements are signed.

(1)Grantee and delegate agencies must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. Documentation is maintained to reflect the level of effort undertaken to establish community partnerships.

(2) Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to community needs, including:

*Healthcare providers and clinics
*Mental health providers
*Nutritional service providers
*Individuals and agencies that provide services to children with disabilities and their families
*Family Preservation and support services
*Child protective services and any other agency to which child abuse must be reported under State law.
*Local elementary schools, high schools, and colleges
*Providers of childcare services
*Volunteers
*Advisory committees
*Parents
*Professionals in the community

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
Other	

b. Duties

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

School leaders implement a documented, systematic continuous improvement process for improving the learning, growth, and development of young children and the conditions for the care and developmentally appropriate support of young children. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on the learning, growth, and development of young children and school performance. The profile contains analyses of data used to identify goals and development and instruction that are aligned with the school's purpose.Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for

achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved learning, growth, and development in young children and instruction is available and communicated to stakeholders.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage and foster relationships that support all young children in their cognitive, emotional, social, creative, and physical growth and development. All leaders and staff are collectively accountable for the developmentally appropriate learning, growth, and development of young children. School leaders support

innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by

collaboration and a sense of community.

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 Head Start Program is a program of the United States Department of Health and Human Services that provides comprehensive education, health, nutrition, and parent involvement services to low-income children and their families. Head Start offers parent opportunities and support as they identify and meet their own goals, nurture their children in the context of their family and culture, and advocate for communities that support children and families of all cultures. Jackson County Early Childhood Center is partnered with various community organizations in developing the whole child and providing assistance to the child's family. They are as follows: the American Red Cross, Altrussa International of Marianna, Center for Autism and Related Disabilities, CARE (Chemical Addiction Recovery Effort), Children and Families of Florida (Big Bend), Chipola Ministries, Chipola College, Consumer Credit Counseling Service of West Florida, Florida Therapy, Early Learning Coalition of Northwest Florida, Rehabilitative Services, Habitat for Humanity, Habitat for Humanity, Healthy Families of North Florida, HOPE Center, Jackson County Adult Education, Jackson County Christmas Fund, Jackson County Community Safety Coalition, Jackson County Extension Service, Jackson County Health Department (Dental Program, Nursing and Health Services, WIC, Healthy Start), Jackson County School Board (Marianna High School, ESE, SSP, Sodexo, Teen Parenting Program), Jackson County Learning Center, Jackson County Library, Jackson Hospital, J Trans (public transportation), Life Management Center, Marianna Housing Authority, One Stop Career Center, Panhandle Area Educational Consortium (F.D.L.R.S.), Panhandle Area Educational Consortium (Migrant), Psychological and Counseling Consultants, Inc., Salvation Army, Social Security Administration, Spires Behavioral Health Care Center, PLLC, St. Anne's Cathoic Church, Tri-County Community Council, Inc., Wilderness Cry Ministries, Florida Therapy, USDA Rural Development, Goodwill Training Center, A Women's Pregnancy Center of Marianna, PedBike (Florida's Pedestrian and Bicycling Safety Resource Center, Salvation Army, My Father's Closet, and Gentiva Home Health, The Wright Foundation, Catholic Charities, and Zeta Phi Beta.

Jackson County Early Childhood Center also maintains a VPK program and ESE. The VPK program is funded by state funds and all children age 4 years old are eligible to attend 3 hours free daily. If they wish to extend their day, they can do so by paying a parent fee of $10.00 additional per day. This program is completely voluntary. The VPK representatives attend monthly Face to Face meetings to submit paperwork for payment of funds and receive the latest updates. The funds we receive are based on the attendance of the children in the program.

In addition to the VPK program, we offer an ESE program to children that have been tested and have qualified for exceptional services. This program is funded at the federal, state, and local levels. Our Mental Health Specialist attends monthly meetings and provides updates.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brian Tice	Principal
Janay Sabata	Teacher
Lori Hutchinson	Teacher
Robert Ivey	Business/Community
Sabrina Williams	Parent
Jade Whitehead	Parent
Amanda Shoupe	Parent
Kimbra Williams	Parent
Willie Nix, III	Parent
Robert Bowers	Parent
Shalona Hearns	Education Support Employee
Brenda Meeks	Parent
D'Angelo Williams	Parent
Natalie Thomason	Parent
Amanda Jo Kelley	Parent
Lana Blackburn	Business/Community
Cindy Johnson Brown	Business/Community
Margaret Turner	Parent
Shantelle Green	Parent
Tashebia Brown	Parent
Jessica Gilbert	Parent
Utriskell Brown	Parent
Chad Brown	Parent
Jana Hollingsworth	Teacher
Sharneisa Wright	Education Support Employee

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

The School Advisory Committee was actively engaged in meeting and developing goals for last year's plan.
There was much discussion on getting more parents involved and decided parental involvement in education was a major issue and it needs to be continued this year. However, they were pleased with the outcomes of the children's scores on their assessment at the end of the year. The members felt we met out readiness goals and the school was committed to meeting the school's vision and mission statement.

b. Development of this school improvement plan

Members are actively involved in developing their school's vision or mission and making sure it is implemented based on Florida educational goals. These goals are Readiness to Start School, Graduation Rate and Readiness for Post secondary Education and employment, Student Performance, Learning Environment, School Safety and Environment, Teachers and Staff, Adult Literacy, and Parental Involvement. The council meets 3 - 4 times a year.

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

N/A

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

Currently, Jackson County Early Childhood Center does not receive school improvement funds.

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.

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.

Planned in-services and staff development, monthly staff meetings, grade group meetings, and Sunshine Committee.

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

Jackson County Early Childhood Center strives to recruit and retain highly qualified, certified-in-field, effective teachers to our school by announcing all job positions on the school board website, along with qualifications. The qualified applicant will be asked to be interviewed by the program manager/administrator. The qualified applicant must complete a background check, finger printing, drug and health screen.
The teachers are provided with numerous professional development courses to help them to be effective teachers and to meet the needs of our children. They have additional support through the on-site Comprehensive Service Specialists and the Early Childhood Program Staff of Head Start. The program is monitored by the Quality Assurance Team (PETS). The teachers are monitored through classroom observations and walk-throughs by the program manager/administrator and the CLASS observation is conducted by the Comprehensive Service Specialists. Instructional support and feedback is available. Jackson County Early Childhood Center is managed by the District Program Manager and Administrator, Brian Tice.

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

Experienced, effective teachers are paired with new teachers. They are responsible for conducting and following through with monthly meetings, planned observations throughout the year, assistance with lesson plans, activities, and support.

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.

Scholastic Big Day for PreK is organized into eight engaging and child-friendly themes. As the year progresses, the themes in this early-learning program broaden, and children begin to understand more about the world around them. The flexible content allows prekindergarten teachers to incorporate their own favorite themes into the classroom. The curriculum is aligned with the Florida VPK Standards and supports school readiness.

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.

The school uses data collected from the Galileo Assessment Tool and the 3 year old Portfolio to meet the diverse needs of students. The curriculum is designed to meet the needs of all students. Small group instruction and individualized attention is provided for the students that appear to be struggling. The use of technology in the classroom can also reinforce skills being taught. If a child has an IEP the lessons are modified to meet their individual learning needs.

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:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

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 transition process for entering the program is referred to as Transition A and will include the following activities:
The ERSEA (Eligibility Recruitment Selection Enrollment Attendance) staff will:
*Assist new parents with registration procedures, inform parents as to necessary documents to meet

eligibility requirements, follow program guidelines in determining eligibility requirements, and notify parents of the child's eligibility status.

The parents will:

*Provide necessary documentation for child's program participation, allow time and location for home visits, complete and return to staff necessary Social Service and Parental Involvement forms in a timely manner, attend orientation of the Head Start Program, attend Comprehensive Family Conference.

The Head Start staff will:

*Cooperate with parents in setting time and location for home visits, assist parents in completing appropriate forms, notify parents of program orientation dates, conduct screening and assessment of child, cooperate with parents in setting time for Comprehensive Family Conference.

The Family and Community Partnership staff will

* Complete Transition form A, submit completed Transition Form A to the Education Support Staff and Program Manager, file in documentation folder in the Early Childhood Programs office, provide principals, School board members, Program Director and parents with a copy of the Parent Activity Calendar which includes all transition activities.

Post school Transition (Transition B)

The transition process for exiting the program is referred to as Transition B and will include the following activities:

* The prekindergarten staff will plan with the parents and Kindergarten teachers for end of the year transition activities and complete Transition form B, prekindergarten students will visit a Kindergarten class, prekindergarten and kindergarten teachers will discuss school readiness, prekindergarten teacher will conduct a Comprehensive Family Conference using Galileo Assessment Tool and documentation, Prekindergarten teacher will provide each family with Summer Transition activities at the Comprehensive Family Conference, parent transition meetings, and prekindergarten students will conduct a learning activity with the Pre-Kindergarten students.

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.

N/A

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.

N/A

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

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.   In order to promote school readiness, the children will engage in and maintain positive adult-child and child-child relationships and interactions.

G2.   In order to promote school readiness, the students will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problems solve.

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. In order to promote school readiness, the children will engage in and maintain positive adult-child and child-child relationships and interactions. 1a

🔍 G086662

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0
Effective+ Administrators	100.0

Targeted Barriers to Achieving the Goal 3

- Children enter school with lack of appropriate social and emotional skills necessary to interact with adults and other children.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Health and Safety Checklist, Classroom Observation Checklist, CLASS (Classroom Assessment Scoring System) conducted by reliable and certified monitors to assess teacher-child interactions, Coaching provided to the teachers by the Children and Families Service Specialists, Parent Education Training and Schedule, Planned Parent and Child Activities, Home Visits and Teacher Conferences, Children and Families Comprehensive Service Specialists and District Head Start Office provide assistance and serve as a support team for teachers and families.

Plan to Monitor Progress Toward G1. 8

Children will be monitored throughout the year on social and emotional development through the use of classrooms observations, anecdotal notes, and the CLASS instrument. Classrooms are also monitired 4 times per year by the Mental Health Comprehensive Service Specialist.

Person Responsible
Jana Webb-Hollingsworth

Schedule
Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion
Anecdotal records and weekly checklists will be submitted by the classroom teachers to the Children and Family Comprehensive Service Specialist and Education and Assessment Comprehensive Service Specialist and forwarded to Program Manager/Administrator.

G2. In order to promote school readiness, the students will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problems solve. 1a

🔍 G086663

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- Children's lack of knowledge and prior experiences as related to math education.

- Families knowledge in their ability to assist their children in developing mathematical knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher preparation of teaching material (Lesson plans, Scholastic Big Day in Pre-K), planned learning experiences, hands-on experiences, field-trips, indoor and outdoor centers, and the use of technology in the classroom (iPads, computers, the Safari Lab).

- Pre and Post surveys of families knowledge of assisting their children in developing mathematical knowledge.

Plan to Monitor Progress Toward G2. 8

Anecdotal notes will be kept by teachers and entered into Galileo Skills Assessment Program weekly.

Person Responsible

Jana Webb-Hollingsworth

Schedule

Weekly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Galileo Skills Assessment Program weekly and VPK assessment scores given in September, December, and May

Plan to Monitor Progress Toward G2. 8

Data is collected monthly from the volunteer book in the classroom and parent attendance sheets for school related events.

Person Responsible

Jana Webb-Hollingsworth

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Volunteer hours and parent attendance sheets for school related events are collected monthly. Parent Center, Policy Council meetings meet monthly, and School Advisory meets quarterly. Parent Training sessions are held 2 - 3 times per year. Through the collection of the sign in sheets and the volunteer hour sheets, it can be determined if progress is being made toward our goal.

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. In order to promote school readiness, the children will engage in and maintain positive adult-child and child-child relationships and interactions. `1`

🔑 G086662

G1.B1 Children enter school with lack of appropriate social and emotional skills necessary to interact with adults and other children. `2`

🔑 B230364

G1.B1.S1 Children will learn appropriate teacher-child and child-child interactions to promote growth in social and emotional development to increase success in school readiness. `4`

🔑 S243028

Strategy Rationale

School readiness will be achieved through helping the children to develop socially and emotionally to promote school readiness and success in the future.

Action Step 1 `5`

Children and Families Comprehensive Service Specialist will model and work closely with classroom teachers to demonstrate appropriate teacher-child interactions and child-child interactions.

Person Responsible

Jana Webb-Hollingsworth

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Coaching Plan

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

Continuous monitoring of classroom interactions

Person Responsible

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Classroom observation notes and monitoring tool conducted by Program Administrator and Children and Families Comprehensive Service Specialists.

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

Child-Teacher and Child-Child interactions will be monitored through ongoing classroom observations.

Person Responsible

Jana Webb-Hollingsworth

Schedule

Weekly, from 8/18/2016 to 5/26/2017

Evidence of Completion

CLASS instrument, teacher observations, anecdotal records collected by the teacher

G2. In order to promote school readiness, the students will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problems solve. [1]

🔑 G086663

G2.B1 Children's lack of knowledge and prior experiences as related to math education. [2]

🔑 B230365

G2.B1.S1 Students' mathematical knowledge will be assessed in October, January, and May. [4]

🔑 S243029

Strategy Rationale

Through assessments of the students, areas of weakness can be identified and extra support will be given to ensure success.

Action Step 1 [5]

The children's ability to understand math concepts will be assessed weekly

Person Responsible

Jana Webb-Hollingsworth

Schedule

Weekly, from 8/18/2016 to 5/26/2017

Evidence of Completion

The teachers will observe and document math skills that are mastered in the classroom. Anecdotal notes will be made and will be entered into Teaching Strategies Gold three times per year for tracking purposes.

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

VPK Assessment and 3 yr Old Portfolio

Person Responsible

Jana Webb-Hollingsworth

Schedule

Triannually, from 8/18/2016 to 5/26/2017

Evidence of Completion

Children will be assessed by Comprehensive Service Specialists three times per week and scores will be recorded and submitted to the Education Comprehensive Service Specialist for tracking.

G2.B2 Families knowledge in their ability to assist their children in developing mathematical knowledge. 2

🔑 B230366

G2.B2.S1 Families will be encouraged to participate in parent trainings, volunteering, and classroom activities that support the development of mathematical knowledge. 4

🔑 S243030

Strategy Rationale

Parent participation will increase mathematic scores.

Action Step 1 5

Parents will participate in parent training conducted by the Children and Families Comprehensive Service Specialist and the Family And Community Partnership Comprehensive Specialist.

Person Responsible

Jana Webb-Hollingsworth

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Parent attendance sign-in sheets, volunteer log-in book

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 🔑 M325348	Children will be monitored throughout the year on social and emotional development through the use...	Webb-Hollingsworth, Jana	8/18/2016	Anecdotal records and weekly checklists will be submitted by the classroom teachers to the Children and Family Comprehensive Service Specialist and Education and Assessment Comprehensive Service Specialist and forwarded to Program Manager/Administrator.	5/26/2017 monthly
G2.MA1 🔑 M325350	Anecdotal notes will be kept by teachers and entered into Galileo Skills Assessment Program weekly.	Webb-Hollingsworth, Jana	8/18/2016	Galileo Skills Assessment Program weekly and VPK assessment scores given in September, December, and May	5/26/2017 weekly
G2.MA2 🔑 M325351	Data is collected monthly from the volunteer book in the classroom and parent attendance sheets for...	Webb-Hollingsworth, Jana	8/18/2016	Volunteer hours and parent attendance sheets for school related events are collected monthly. Parent Center, Policy Council meetings meet monthly, and School Advisory meets quarterly. Parent Training sessions are held 2 - 3 times per year. Through the collection of the sign in sheets and the volunteer hour sheets, it can be determined if progress is being made toward our goal.	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M325346	Child-Teacher and Child-Child interactions will be monitored through ongoing classroom observations.	Webb-Hollingsworth, Jana	8/18/2016	CLASS instrument, teacher observations, anecdotal records collected by the teacher	5/26/2017 weekly
G1.B1.S1.MA1 🔑 M325347	Continuous monitoring of classroom interactions		8/18/2016	Classroom observation notes and monitoring tool conducted by Program Administrator and Children and Families Comprehensive Service Specialists.	5/26/2017 monthly
G1.B1.S1.A1 🔑 A314457	Children and Families Comprehensive Service Specialist will model and work closely with classroom...	Webb-Hollingsworth, Jana	8/18/2016	Coaching Plan	5/26/2017 monthly
G2.B1.S1.MA1 🔑 M325349	VPK Assessment and 3 yr Old Portfolio	Webb-Hollingsworth, Jana	8/18/2016	Children will be assessed by Comprehensive Service Specialists three times per week and scores will be recorded and submitted to the Education Comprehensive Service Specialist for tracking.	5/26/2017 triannually
G2.B1.S1.A1 🔑 A314458	The children's ability to understand math concepts will be assessed weekly	Webb-Hollingsworth, Jana	8/18/2016	The teachers will observe and document math skills that are mastered in the classroom. Anecdotal notes will be made and will be entered into Teaching Strategies Gold three times per year for tracking purposes.	5/26/2017 weekly
G2.B2.S1.A1 🔑 A314459	Parents will participate in parent training conducted by the Children and Families Comprehensive...	Webb-Hollingsworth, Jana	8/18/2016	Parent attendance sign-in sheets, volunteer log-in book	5/26/2017 monthly