Mcmillian Learning Center

2018-19 Schoolwide Improvement Plan

Table of Contents

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1403 W SAINT JOSEPH AVE, Pensacola, FL 32501

www.ecsd-fl.schoolloop.com

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK	No	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	91%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

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 Leadership Team

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

Name	Title
Moody, Dr. Patrice	Principal
Welch, Lillian	Teacher, PreK
White, Kimberly	Teacher, ESE
Nguyen, Bich	Paraprofessional
Fabian, Chong	Instructional Coach

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.

Early Warning Systems

Year 2017-18

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/9/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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		
One or more suspensions	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		
Level 1 on statewide assessment	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		

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

McMillan Learning Center is a pre-k school with enrollment comprised of only pre-k students. Thus, during the 2017 – 2018 school year, all of our VPK Assessment data revealed substantial increases on all sub assessment components. Of the four (4) subtest (Letter Recognition; Phonological Awareness; Oral Language/Vocabulary; and Mathematics), the subtest/component with the lowest performance was Oral Language/Vocabulary with 88% of our students meeting and/or exceeding expectations. Historically, this subtest is our lowest, as we believe this is due primarily as a result of our high enrollment of migrant (ESOL) students with English as their second language.

Which data component showed the greatest decline from prior year?

McMillan Learning Center is a pre-k school with enrollment comprised of only pre-k students. Thus, during the 2017 – 2018 school year, all of our VPK Assessment data revealed substantial increases on all sub assessment components. Thus, we did not experience any declines from the prior year.

Which data component had the biggest gap when compared to the state average?

McMillan Learning Center is a pre-k school with enrollment comprised of only pre-k students. Thus, during the 2017 – 2018 school year, all of our VPK Assessment data revealed substantial increases on all sub assessment components. Thus, we do not have any state data to compare our VPK AP3 end of year assessment data with.

Which data component showed the most improvement? Is this a trend?

McMillan Learning Center is a pre-k school with enrollment comprised of only pre-k students. Thus, during the 2017 – 2018 school year, all of our VPK Assessment data revealed substantial increases on all sub assessment components. Of the four (4) subtest (Letter Recognition; Phonological Awareness; Oral Language/Vocabulary; and Mathematics), both Print Knowledge and Mathematics each revealed 97% of our students meeting and/or exceeding expectations. Thus, historically our students have shown the highest readiness level in these two subtest.

Describe the actions or changes that led to the improvement in this area.

Our focus on "best practices" was extremely beneficial and essential to our program. All teachers and paraprofessionals participated in our regular Professional Learning Community meetings, to enhance their instructional practices/student engagement.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	49%	56%	0%	46%	52%
ELA Learning Gains	0%	46%	55%	0%	46%	52%
ELA Lowest 25th Percentile	0%	40%	48%	0%	43%	46%
Math Achievement	0%	55%	62%	0%	52%	58%
Math Learning Gains	0%	57%	59%	0%	50%	58%
Math Lowest 25th Percentile	0%	48%	47%	0%	43%	46%
Science Achievement	0%	55%	55%	0%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	
Course failure in ELA or Math	0 (0)	
Level 1 on statewide assessment	0 (0)	

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Readiness- Voluntary Prekindergarten Assessment Results - Oral Language/ Vocabulary
Rationale	Countless research shows that children who attend preschool preform better throughout the following grade levels. As a pre-k school, our Voluntary Prekindergarten Assessment data, AP1, AP2, and AP3; assessments data are analyzed to determine effectiveness of our program, as per our VPK Readiness Rate. Thus, with our AP3 Oral Language/ Vocabulary subtest/component revealing the lowest performance outcome, with 88% of our students meeting or exceeding expectation, this area has been designate as an area of focus.
Intended Outcome	To maintain a minimum of 85% of our students ready for kindergarten through the delivery of engaging day to day developmentally appropriate activities.
Point Person	Dr. Patrice Moody (pmoody@ecsdfl.us)
Action Step	
Description	Facilitate routine professional development for all teachers and paraprofessionals that focus on oral language, vocabulary, and phonological awareness. In addition, implement strategies on how to effectively deliver pre-k readiness skills and model classroom management techniques.
Person Responsible	Dr. Patrice Moody (pmoody@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Review results from our Voluntary Prekindergarten Assessment results from both AP1 and AP2, administered in September and January, respectively. Individually develop TEAM remediation strategies for designated students and daily monitor student academic growth. Additionally, daily classroom walk through rounds, monitoring of lesson plans, actually monitoring students' engagement, and monitoring internal student behavior sheets.
Person Responsible	Dr. Patrice Moody (pmoody@ecsdfl.us)

Activity #2	
Title	Parental Involvement
Rationale	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.
Intended Outcome	To maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities.
Point Person	Dr. Patrice Moody (pmoody@ecsdfl.us)
Action Step	
Description	Our focus is to increase parent options, as per time of day, to attend educational events and gain valuable instructional strategies for student engagement. Thus, during our evening Family Night out events/activities, dinner will be provided for families as they actively engage in multiple skill building activities to increase rigor.
Person Responsible	Dr. Patrice Moody (pmoody@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Our collection of parent participation/involvement data will b closely monitored, as we will carefully tailor our training to fit both our student needs and our parents availability options. Thus, our parent sign-in sheets will be monitored to identify increases in parent participation and/or involvement.
Person Responsible	Dr. Patrice Moody (pmoody@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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 certified district level counselors who supports our facility, thus they are equipped to provides additional services to students and parents, as needed.

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 1 pre-k migrant unit. 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.

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 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 one class serving migrant students, enabling the children to become more proficient in English. Thus,when our enrollment exceed 19, 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. We are providing the following services to these students: staffed the classroom with a Bilingual Teacher Assistant to improve English proficiency; provide additional literacy based materials for students and their families; and provide a minimum of two Family Night programs.

Title I, Part D
Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II
Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL
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.

Title IX- Homeless
The school works with the district's Homeless Coordinator to provide transportation and 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 Title I office.

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.

Part V: Budget

Total:	$5,700.00