



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jackson County Early Childhood Center

4283 KELSON AVE

Marianna, FL 32446

850-482-9698

<http://ecc.jcsb.org>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jackson County Early Childhood Center

Principal

Kim Long

School Advisory Council chair

Jana Hollingsworth

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title

District-Level Information

District

Jackson

Superintendent

Mr. Steve R Benton, Sr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Florida Statutes require that each school's advisory council to include the following:

- 1) a majority of its members not employed by they school.
- 2) be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representatives of the ethnic, racial, and economic community serdved by the school.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

To develop strategies for improving areas in their school and to assist in the preparation and evaluation of the school improvement plan.

Projected use of school improvement funds, including the amount allocated to each project

Currently, there are no funds available.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kim Long

Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Degrees:

BS in Elementary Education

MS in Educational Leadership

Certifications:

Elementary Ed

Primary Ed

PreK/Primary

Middle Grades Mathematics

Teaching Experience:

PreK-1 year

2nd grade – 8 years

Middle/high school math – 4 years

PreK district staff as Family/classroom interventionist (SST which is now CSS); worked as family advocate, classroom

interventionist, implemented Galileo assessment program and

Child Plus data tracking program:

2 years

Program Manager:

Completed 7 years as of June 30, 2013

Total 22 years in the system

Performance Record

Classroom Teachers

of classroom teachers

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

0%

certified in-field

7, 78%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

1, 11%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 11%

with 6-14 years of experience

4, 44%

with 15 or more years of experience

4, 44%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 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, Kim Long.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

There are two teachers that are assigned to mentor 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. At the current time, we do not have any new teachers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 kindergarten teachers will discuss school readiness, prekindergarten teacher will conduct a Comprehensive Family Conference using Galileo Assessments 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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. They are given a Wal Mart gift card as an incentive for completing college classes or by obtaining their GED. They also are given these cards for volunteering. There are numerous activities on campus that involve parents such as: Family Fun Day, Valentine Dance, Easter Egg Hunt, and the Tiny Tots Olympics.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Education Training Sessions		50%	65%

Area 10: Additional Targets

Additional targets for the school

82% of the JCECC four year olds will show improvement on the VPK Print Knowledge, Phonological Awareness, and Oral Language Assessment with 70% accuracy in preparation for kindergarten readiness.

82% of the JCECC three year olds will improvement on the three year old Portfolio Assessment in writing, numeral and letter recognition, counting 1 - 10, and shape recognition with 70 % accuracy in preparation for 4 year VPK/Preschool.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Florida VPK Assessment for 4 year olds		80%	82%
3 year old Portfolio		80%	82%

Goals Summary

- G1.** In order to promote school readiness, the students' scores will show improvement on the VPK Assessment(4 year -olds) and The Portfolio (3 year olds) using the Harcourt Curriculum and Galileo Skills Assessment.

Goals Detail

G1. In order to promote school readiness, the students' scores will show improvement on the VPK Assessment(4 year -olds) and The Portfolio (3 year olds) using the Harcourt Curriculum and Galileo Skills Assessment.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Teacher preparation of teaching material(Lesson plans, Harcourt Curriculum, Galileo Skills), planned learning experiences, hands-on experiences, indoor and outdoor centers, the use of technology in the classroom (iPads, computers, the Safari Lab), and parental involvement.

Targeted Barriers to Achieving the Goal

- Lack of prior knowledge and experiences.
- Lack of parental support.

Plan to Monitor Progress Toward the Goal

Increase in assessment scores on the VPK Assessment and the Portfolio for school readiness

Person or Persons Responsible

Teachers and Educational Comprehensive Service Specialist

Target Dates or Schedule:

Weekly, through the use of the Galileo Skills Assessments

Evidence of Completion:

Skills sheet marked weekly and submitted for review every two weeks

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In order to promote school readiness, the students' scores will show improvement on the VPK Assessment(4 year -olds) and The Portfolio (3 year olds) using the Harcourt Curriculum and Galileo Skills Assessment.

G1.B2 Lack of parental support.

G1.B2.S1 The parents will be encouraged to attend Parent Training Sessions and attend all school functions. They will be welcomed to volunteer in their child's classroom. It is the goal for the school and the family to work together to help promote school readiness.

Action Step 1

To build knowledge and promote school readiness through planned learning experiences and parental involvement.

Person or Persons Responsible

The teachers, parents, and support staff

Target Dates or Schedule

Weekly, using the Galileo Skills Assessment and Harcourt Curriculum

Evidence of Completion

Increase in VPK Assessment scores and the 3 year-old Portfolio Assessment to demonstrate school readiness.

Facilitator:

Various trainers throughout the school year

Participants:

Teachers, support staff, District Head Start Staff

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

Galileo Skills and Weekly Lesson Plans

Person or Persons Responsible

Teachers and Educational Comprehensive Service Specialist, and Quality Assurance Team

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in scores

Plan to Monitor Effectiveness of G1.B2.S1

Lesson Plans and skills to promote school readiness

Person or Persons Responsible

Administrator/Program Manager/PETS team(CLASS)

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthroughs and Observations, formal and informal, CLASS observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Ministeries, Chipola College, Consumer Credit Counseling Service of West Florida, Early Learning Coalition of Northwest Florida, Habilitative 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 Catholic Church, Tri-County Community Council, Inc., Wilderness Cry Ministeries, 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, Florida Therapy, The Wrigth Foundation, Catholic Charities, and Zeta Phi Beta.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In order to promote school readiness, the students' scores will show improvement on the VPK Assessment(4 year -olds) and The Portfolio (3 year olds) using the Harcourt Curriculum and Galileo Skills Assessment.

G1.B2 Lack of parental support.

G1.B2.S1 The parents will be encouraged to attend Parent Training Sessions and attend all school functions. They will be welcomed to volunteer in their child's classroom. It is the goal for the school and the family to work together to help promote school readiness.

PD Opportunity 1

To build knowledge and promote school readiness through planned learning experiences and parental involvement.

Facilitator

Various trainers throughout the school year

Participants

Teachers, support staff, District Head Start Staff

Target Dates or Schedule

Weekly, using the Galileo Skills Assessment and Harcourt Curriculum

Evidence of Completion

Increase in VPK Assessment scores and the 3 year-old Portfolio Assessment to demonstrate school readiness.