



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

McMillian Learning Center

1403 W SAINT JOSEPH AVE

Pensacola, FL 32501

850-595-6910

[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)

---

## School Demographics

---

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
*[Data Not Available]*

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
*[Data Not Available]*

---

## 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>14</b>
<b>Goals Summary</b>	<b>15</b>
<b>Goals Detail</b>	<b>15</b>
<b>Action Plan for Improvement</b>	<b>17</b>
<b>Part III: Coordination and Integration</b>	<b>23</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>25</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>27</b>

---

## 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

McMillian Learning Center

##### Principal

Dr. Patrice Moody

##### School Advisory Council chair

Mrs. Gracey Dunmore

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

Name	Title
Dr. Patrice Moody	Principal
Mrs. Gracey Dunmore	General Education VPK Teacher
Mrs. Heather Buehler	Speech Pathologist
Mrs. Stella McKinney	ESE Pre-K Teacher
Mrs. Kelly Low	School Psychologist

#### District-Level Information

##### District

Escambia

##### Superintendent

Mr. Malcolm Thomas

##### Date of school board approval of SIP

10/15/2013

### 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

Dr. Patrice Moody, Principal  
 Mrs. Tamar Alexander, Parent  
 Mrs. Fernah Blankenship, ESP  
 Mrs. Wing Chan, Parent  
 Mrs. Gracey Dunmore, Teacher  
 Ms. Heather Heaton, Parent  
 Ms. Sara Martin, Community Member  
 Mrs. Tran Nguyen, Parent  
 Mrs. Thuy Pham, Parent  
 Mrs. Toya Pritchett, Parent

#### Involvement of the SAC in the development of the SIP

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

### **Activities of the SAC for the upcoming school year**

Activities of the SAC are as follows:

- \* Review school data
- \* Monitor our school improvement plan
- \* Continue to monitor/share the implementation of our pre-k curriculum
- \* School Budget updates
- \* Fundraising ideas
- \* Share events/activities within the school

Therefore, during each of our scheduled SAC meetings, our committee will receive an update regarding our success towards accomplishing the goals embedded within our School Improvement Plan.

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

At this time, no SAC funds are available for the 2013 - 2014 school year.

### **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:**

**Dr. Patrice Moody**

Principal

Years as Administrator: 15

Years at Current School: 8

**Credentials**

Academic Credentials/Degrees:

BS - Elementary Education; Minor in Computer Science - Jackson State University

MS - Elementary Education - Mississippi State University

Ed. S. - Educational Leadership - University of West Florida

Ed. D - Educational Management - University of West Florida

Areas of Certification:

Early Childhood Education

Elementary Education

School Principal

**Performance Record**

Principal of McMillan Pre-K in 2012 - 2013 (Florida VPK readiness rates for this school term has not yet been released, as a note, these scores are historically released in January during the following year). During the school term of 2011 -2012, our VPK readiness rate was 88 out of a possible 100. Thus, following is a snap shot display of our VPK readiness rate scores whereas the maximum rate is 100: 2010 - 2011 our readiness rate was 76; 2009 - 2010 our VPK readiness rate was 77. We continued to remain above the state's cut score for low performing providers. With the initiation of Florida VPK readiness rate scores in 2005, the original maximum score range was from 1 - 300 points until 2009. Therefore, our VPK readiness rate for 2005 - 2006 was 216; 2006 - 2007 our VPK readiness rate was 202, placing us on the stat of Florida low performing provider list for the first and only time. During the 2007 - 2008 school term, our VPK readiness rate increased to 237, which enabled us to be removed from the low performing provider list. However, during the 2008 - 2009 school term, the VPK readiness rate was revised with a range of 1 - 200 points. During this 2008 - 2009 term, our VPK readiness rate was 143.

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



**Not Applicable**

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

**Areas**

[none selected]

**Credentials**

As a pre-k center, we only have pre-k students enrolled within our facility.

**Performance Record**

Although we are not staffed with a full-time or part-time highly qualified reading, math, or science coach, we do receive subject area service and/or assistance. Mary Anderson, our district's pre-k teacher on special assignment, provides curriculum resources.

**Classroom Teachers****# of classroom teachers**

12

**# receiving effective rating or higher**

11, 92%

**# Highly Qualified Teachers**

100%

**# certified in-field**

12, 100%

**# ESOL endorsed**

2, 17%

**# reading endorsed**

1, 8%

**# with advanced degrees**

3, 25%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

6, 50%

**# with 6-14 years of experience**

4, 33%

**# with 15 or more years of experience**

2, 17%

**Education Paraprofessionals****# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

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

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

**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**

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

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

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

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The School Improvement Plan will be shared with the committee. We will review each month to check progress towards goal. The MTSS Leadership Team also meets with the School Advisory Council (SAC)

and the principal to help develop the School Improvement Plan. The team provides data and information on struggling students, targeting academic and social /emotional areas that need to be addressed; strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching and aligned processes and procedures.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Administration and faculty at McMillan Pre-K believe in the importance of monitoring with fidelity the school's MTSS and SIP. It is our goal to ensure that all student needs are met through MTSS. Teachers are trained and have the support of the Administrative Team.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline Data: DIAL 3 (pretest); VPK Assessment - AP1

Progress Monitoring: Early Growth Indicators Benchmark Assessment (Houghton Mifflin Pre-K Bundle - unit

assessments); Wright Group's Growing with Mathematics (unit assessments); Student Portfolios

Midyear: Early Growth Indicators Benchmarks Assessment; VPK Assessment - AP2

End of Year: DIAL 3 (post test); Early Growth Indicators Benchmark Assessment; VPK Assessment - AP3

Frequency of Data Days: Twice a month for data analysis

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The implementation of our Professional Learning Community meetings focus on student achievement data, student progression, curriculum improvements, and student remediation strategies. Therefore, this vehicle continues to support our Multi-Tiered System of Support (MTSS/RtI) model. Additionally, parents are provided monthly opportunities to participate in curriculum bases lap-sits and workshops. Our workshops are designed to assist parents in understanding what students are learning and why,

providing opportunities to build the school to home connection and data-based problem solving for parents.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Dr. Patrice Moody	Principal
Mrs. Gracey Dunmore	General Education VPK Teacher
Mrs. Stella McKinney	ESE Pre-K Teacher
Ms. Heather Buehler	Speech Pathologist
Mrs. Renee Khatena	Pre-K Migrant Teacher

### How the school-based LLT functions

The Literacy Leadership Team will meet monthly to engage in the following activities: Review screening data and link that data to instructional decisions. Review collected assessment data and classroom progress data to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. We will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

### Major initiatives of the LLT

Reading: Phonological awareness will be given priority focus.

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

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

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

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

## 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

McMillan Pre-K Center has 5 units of Voluntary Prekindergarten (VPK) with combined ESE consult slots, 5 units of self-contained pre-k ESE and 2 pre-k migrant units. VPK was created to prepare four-year old students for kindergarten and to build a strong foundation for their continued educational success. In May, 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.

## 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

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.

#### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Percentage of parents in attendance at parent engagement opportunities = 40%	65	36%	40%

### Area 10: Additional Targets

#### Additional targets for the school

School Readiness:

The goal of McMillan Pre-K is to provide a child-centered environment, which promotes the educational, social, emotional, and physical development of each child. Supporting research states that children who enter kindergarten proficient across all readiness skills perform significantly better than other students on standardized assessments. Thus, we strive to produce eager learners in pre-k through engaging day-to-day activities. Some of the traditional areas of readiness skills we work with children on to prepare them for kindergarten are: ABCs, numbers, shapes, colors, counting, personal information, language skills, auditory skills, comprehension skills, fine motor skills, large motor skills, social skills, math and science concepts.

Our 2011 - 2012 VPK Kindergarten Readiness Rate data was released in January 2013 and revealed that 88% of our students were ready for kindergarten. Thus, we currently await the release of our 2012 - 2013 readiness rate data in January 2014. Therefore, our school readiness goal is:

To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Students scoring ready on VPK Provider Kindergarten Readiness Rate = 80%	50	88%	80%

## Goals Summary

- G1.** Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities.
- G2.** To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

## Goals Detail

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

### Targets Supported

- Reading ()
- Writing
- Math ()
- Social Studies
- Science
- Parental Involvement

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

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

### Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

Leadership Team and Principal

### Target Dates or Schedule:

Immediately following each parent night out event, a minimum of 4 activities during the 2013-2014 school term.

### Evidence of Completion:

Parent sign-in sheets

**G2.** To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

**Targets Supported**

- Reading ()
- Writing
- Math (Elementary and Middle School)
- Science
- Science - Elementary School
- Additional Targets

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Attendance (tardies and absences)
- Lack of professional development, as some teachers and/or assistants are not trained in the delivery of readiness skills techniques

**Plan to Monitor Progress Toward the Goal**

Review of the following student data: DIAL 3 (pre and post assessment data), Florida VPK Assessment AP1, AP2, and AP3, and Houghton Mifflin Pre-K (curriculum unit assessments)

**Person or Persons Responsible**

classroom teachers, and principal

**Target Dates or Schedule:**

Throughout the 2013 - 2014 school term following each assessment window and compile at the end of the year for final comparisons.

**Evidence of Completion:**

Comparisons of the following pre-k student data: DIAL 3, Florida VPK Assessment, and Houghton Mifflin unit assessments



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

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

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

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

### Action Step 1

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

#### Person or Persons Responsible

Leadership Team and Dr. P. Moody, Principal

#### Target Dates or Schedule

A minimum of four Family Night out events will be scheduled during the 2013-2014 school term.

#### Evidence of Completion

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

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

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

#### Person or Persons Responsible

Leadership Team and Principal

#### Target Dates or Schedule

Immediately following each parent night out event for the 2013-2014 school term.

#### Evidence of Completion

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

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

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

**Person or Persons Responsible**

Leadership Team and Principal

**Target Dates or Schedule**

Following each parent night out event during the 2013 - 2014 school term.

**Evidence of Completion**

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

**G2.** To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

### G2.B1 Attendance (tardies and absences)

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

**Action Step 1**

Professional Development for all teachers on FOCUS.

**Person or Persons Responsible**

Principal & Data Clerk

**Target Dates or Schedule**

August 12, 2013 & August 23, 2013

**Evidence of Completion**

Sign-in sheet

**Facilitator:**

Dr. Patrice Moody & Ms. Sandra Whiting

**Participants:**

Classroom teachers and assistants

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

Review FOCUS Attendance sheets

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

weekly

**Evidence of Completion**

increased attendance as per FOCUS data

### Plan to Monitor Effectiveness of G2.B1.S1

Increased student attendance

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Increased attendance per FOCUS

### G2.B1.S2 Perfect attendance monthly recognition

**Action Step 1**

Attendance will be run from FOCUS to identify students with perfect attendance.

**Person or Persons Responsible**

Ms. Whiting, Data Clerk and classroom teachers

**Target Dates or Schedule**

At the end of each nine weeks for the 2013 - 2014 school term

**Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

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

#### **Person or Persons Responsible**

Ms. Whiting, Data Clerk and Dr. P. Moody, Principal

#### **Target Dates or Schedule**

Attendance will be monitored weekly, every nine weeks, and for the 2013-2014 school term

#### **Evidence of Completion**

Attendance reports in FOCUS

### **Plan to Monitor Effectiveness of G2.B1.S2**

Data will reflect an increased attendance rate for the school year 2013-2014, thus impacting student achievement.

#### **Person or Persons Responsible**

classroom teachers, data clerk and principal

#### **Target Dates or Schedule**

weekly and every nine weeks

#### **Evidence of Completion**

final nine week attendance report for perfect attendance

**G2.B2** Lack of professional development, as some teachers and/or assistants are not trained in the delivery of readiness skills techniques

**G2.B2.S1** Deliver professional development to both teachers and assistants on how to effectively deliver pre-k readiness skills techniques.

**Action Step 1**

Implement and utilize Early Childhood Teachscape for professional development with both teachers and assistants, with focus on pre-k readiness skills.

**Person or Persons Responsible**

Dr. Patrice Moody, principal

**Target Dates or Schedule**

Bi-weekly through the entire school term

**Evidence of Completion**

Daily classroom walk through and close monitoring of student data

**Facilitator:**

Dr. Patrice Moody, principal

**Participants:**

Classroom teachers and assistants

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

Classroom walk through rounds, monitoring of lesson plans, and actually monitoring students engagement

**Person or Persons Responsible**

Dr. Patrice Moody, Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

VPK Assessment data for AP2 and AP3 will be compared to baseline AP1 data also Post DIAL 3 data will be measured against DIAL 3 initial data

### **Plan to Monitor Effectiveness of G2.B2.S1**

\* Florida VPK Assessment data for AP2 and AP3 will be compared to AP1 \* DIAL 3 pretest assessment data will be compared with DIAL 3 post test data to gather student growth range

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Throughout the year as assessed

#### **Evidence of Completion**

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

## 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

#### Title I, Part A:

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

#### Title I, Part C Migrant:

McMillan Pre-K Center receives funds to support two classes serving migrant students, enabling the children to become more proficient in English. In addition, when our enrollment numbers exceed 38, we assign all remaining students in our VPK classrooms. A Vietnamese teacher assistant works with both the parents and the children, especially during translation of sensitive matters. Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 42 Migrant students at McMillan Pre-K. We are providing the following services to these students: staffed each classroom with an Early Childhood Assistant to improve English proficiency; provide additional literacy based materials for students and their families; provide a minimum of two Family Night programs; and provide 3 weeks of extended summer school for our Migrant pre-k students.

#### Title I, Part D:

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

#### Title II:

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

#### Title III:

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Migrant Pre-K center and we serve 42 ELL students in pre-k.

#### Title VI, Part B:

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

#### Title X Homeless:

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for the free and appropriate education. This program is overseen by the District Title I Office. Currently, at McMillan Pre-K, we have 3 identified homeless students and provide additional assistance to this student and their family.

#### Supplemental Academic Instruction (SAI):

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

#### Violence Prevention Programs:

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-wide Behavior Management Plan, we will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on

school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Report website where bullies may be reported anonymously.

**Nutrition Programs:**

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

**Housing Programs:**

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

**Head Start:**

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

**Adult Education:**

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

**Career and Technical Education:**

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

**Job Training:**

Not Applicable



## 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.*

**G2.** To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

### **G2.B1** Attendance (tardies and absences)

#### **G2.B1.S1** Personal phone call to parents.

#### **PD Opportunity 1**

Professional Development for all teachers on FOCUS.

#### **Facilitator**

Dr. Patrice Moody & Ms. Sandra Whiting

#### **Participants**

Classroom teachers and assistants

#### **Target Dates or Schedule**

August 12, 2013 & August 23, 2013

#### **Evidence of Completion**

Sign-in sheet

**G2.B2** Lack of professional development, as some teachers and/or assistants are not trained in the delivery of readiness skills techniques

**G2.B2.S1** Deliver professional development to both teachers and assistants on how to effectively deliver pre-k readiness skills techniques.

**PD Opportunity 1**

Implement and utilize Early Childhood Teachscape for professional development with both teachers and assistants, with focus on pre-k readiness skills.

**Facilitator**

Dr. Patrice Moody, principal

**Participants**

Classroom teachers and assistants

**Target Dates or Schedule**

Bi-weekly through the entire school term

**Evidence of Completion**

Daily classroom walk through and close monitoring of student data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Maintain or increase the percentage of parents, in attendance at parent engagement events, through providing additional evening activities.	\$1,500
G2.	To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.	\$300
Total		\$1,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Title I	\$1,800	\$1,800
Total	\$1,800	\$1,800

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

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

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

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

#### Action Step 1

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

#### Resource Type

Evidence-Based Materials

#### Resource

Use of Title I funds to purchase consumable materials and supplies for 'make and take' activities, literacy material, and food for Family Night out events.

#### Funding Source

Title I

#### Amount Needed

\$1,500

**G2.** To maintain a minimum of 80% of our students ready for kindergarten through the delivery of engaging day-to-day developmentally appropriate activities.

**G2.B1** Attendance (tardies and absences)

**G2.B1.S2** Perfect attendance monthly recognition

**Action Step 1**

Attendance will be run from FOCUS to identify students with perfect attendance.

**Resource Type**

Evidence-Based Materials

**Resource**

Use of Title I funds to purchase certificates and supplies for students recognized as perfect attendance recipients.

**Funding Source**

Title I

**Amount Needed**

\$300