

Early Learning Academy At Duval

2106 NE 8TH AVE, Gainesville, FL 32641

<https://www.sbac.edu/duval>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-KG | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 93% |

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

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 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>.

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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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Early Learning Academy At Duval

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Northeast - Dustin Sims | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Duval Early Learning Academy we are committed to helping students develop a love of learning and gain the foundational skills necessary to become responsible citizens and achieve academic excellence throughout their academic careers.

b. Provide the school's vision statement.

Duval Early Learning Academy students, parents, staff, and community are partners committed to the success of every student. As a result of this commitment, all students are prepared for success at the next level and are equipped to embrace and overcome academic as well as social challenges that may hinder educational success.

2. School Environment

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

To make sure all students feel valued, school staff must be aware of their own biases, work deeply to understand individual students, find ways to bring students' heritage and community into the classroom, and hold all students to a high academic standard. Teachers and staff at Duval Early Learning Academy participate in on going Professional Development (PD) and continual self-reflection. Several school PDs will focus on Culturally Responsive Teaching/ Hidden Bias; developing a Mindful School culture where students are taught to build attention, self-regulation, empathy, and a sense of community; and Trauma Sensitivity Training. Staff members will participate in Neighborhood Visits in the fall and spring of the school year. These visits will help facilitate the establishment of meaningful relationships and further develop an understanding and respect for students, and their families. Duval will offer non-traditional volunteer opportunities providing various ways for families to take an active role within the school and their child's learning. Our school will participate in cultural celebrations and monthly awareness activities to further expand our perspective on the lives of our students and families within our school, as well as around the world. Celebrating our differences, as well as our common interests, will help unite and educate.

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

The school creates an environment where students feel safe and respected by building a positive and supportive culture within the school. Teachers and staff view each child as their own personal responsibility. The campus is monitored by assigned staff and a school resource officer is available to offer additional support as needed. Students are supervised at all times -before, during and after school. Using the district Raptor system, campus visitors are screened and must be approved before entering classrooms or interacting with students. Volunteers must complete a district application and receive approval prior to participating in activities on campus or attending field trips. Staff views themselves as role models to our students. Communication is respectful and positive. Students families are treated with kindness and valued as individuals. Our school culture demands high expectations for all - students and staff members. Campus visitors are greeted with a warm smile and a kind word. Positive praise and celebrations are frequent and meaningful. Mistakes are viewed as opportunities to learn. Responses to negative behavior include teaching and modeling appropriate choices. Our Discipline Plan is teacher created and modeled after PBIS. The discipline plan ensures

all students understand what behaviors are expected at school, how to be successful in demonstrating these behaviors and are frequently acknowledged and celebrated for making positive choices.

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.

PBIS - School wide expectations are clearly defined across campus and in the classrooms. All teachers have the same high expectations for every student regardless of age.

Duval Astronauts demonstrate STAR behavior!

S- Show Ready to Learn

T - Take Responsibility

A - Awesome Attitude

R- Respect Everyone.

A school wide plan is outlined for every area of campus. Teachers practice and model these behaviors on a routine basis. Students are accountable for their actions. Meaningful consequences are implemented that promote learning, not punitive actions. Discipline protocols are in place for Head Start and Kindergarten students. Teachers follow these guidelines in an effort to effectively address the needs of every child. Instructional time is sacred, and every effort is made to ensure students participate fully in their instructional day. In the event a student is removed from the classroom for disruption to the learning environment or being unsafe, every effort is made to minimize the time out of class. Appropriate behaviors are clearly defined, students are provided an opportunity to practice these skills, and the student is expected to rejoin learning with meaningful consequences to follow if appropriate.

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.

Daily classroom lessons are taught each morning during Gathering Circle. Students learn to use "I Messages" and problem solve using "Win-Win" solution strategies. The SFA Getting Along Together curriculum is embedded throughout each instructional theme. Students are provided opportunities to practice these skills with partners. Our school counselor implements six-week classroom guidance units, focusing on developmentally appropriate social/emotional skills and safety. The school has an outside agency which provides a Mental Health Counselor who meets weekly with identified students impacted by trauma. Teachers meet with the school guidance counselor to schedule EPT conferences for students in need of additional academic and/or behavior support

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Duval's Early Warning System is explicit and promotes a commitment to educational improvement. It reflects our belief that every student can succeed with the appropriate support. Frequent review of student data (attendance, referral rate/suspensions/ removal from instructional time, and lack of academic progress) allows for timely identification of students who may be struggling to be successful. An Educational Planning Team (EPT) will meet to target areas of need and work to develop and implement plans of support for students with teachers and families. Student achievement can be improved through the timely, data-driven identification of students who require additional

supports. Early warning indicators monitored at DELA include student attendance data, suspension and discipline referral rates, student achievement data, social-emotional referrals to guidance/BRT, parent engagement, and student and teacher attendance.

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 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| One or more suspensions | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on statewide assessment | 0 | 0 | 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 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |

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

Through out the 2016-2017 school year 16% of our students were absent daily and 19% were tardy each day. An attendance protocol is in place to monitor students and help parents realize the impact school attendance has on student success. Three consecutive absences within a school week require a documented parent contact; Five unexcused absences within thirty days results in parent contact and a formal letter from the school; Eight unexcused absences require an EPT conference to identify needs and develop a support plan. Teachers and staff will continue to work with families to provide resources they may need to improve attendance. Fifteen unexcused absences within ninety calendar days results in a referral to the district truancy officer for follow up.

Last school year (2016-2017) 47 discipline referrals were received, these referrals involved the same eighteen students which account for 15% of our student population. Ten students were suspended in school for a total of five days. Two students were suspended out of school. Additionally, there were five hundred fifteen (515) incidents where a student was removed from the classroom for disruption or aggressive actions. The first intervention in place to address social/emotional at school is the guidance counselor. Tier 1: The guidance counselor meets with each classroom over a period of several months at the beginning of the school year teaching lessons relating to safety, smart choices, and self-regulation. Weekly and monthly "Astronaut Focus" skills are taught and opportunities to practice across campus are in place. Students are celebrated weekly and monthly for demonstrating these skills. Tier 2: As the school year progresses, if / when students are removed from the classroom for continued behavior concerns (five or more times), the BRT will schedule an EPT conference to meet with the teacher and family to develop an in-class plan of support/intervention. Identifying students early with behavior concerns allows for the instruction and additional practice necessary to teach school expected behaviors. Tier 3: For students with significant behavior concerns that require a more formal intervention plan, an EPT conference is scheduled to conduct a Functional Behavior Assessment (FBA). Information collected from this assessment guides the team in developing an Individual Behavior Support Plan where the student will receive intensive one-on-one behavior support through guidance or the BRT.

Over the first two weeks of school, all kindergarten students are assessed on kindergarten readiness skills. Of the 122 students entering kindergarten, eighty-seven students scored a 50% or below on the kindergarten readiness assessment. 71% of incoming kindergarten students were not prepared with academic early readiness skills. Students who do not meet the Pre-kinder skill readiness criteria are targeted for intervention through Title 1. Title 1 supplements the classroom core academic instruction in reading and is provided daily outside the classroom (resource pull out). Student achievement data is monitored weekly by the classroom teacher, FCIM coach, teachers, and AP. When students fail to meet grade level expectations and/or lack expected academic growth an EPT conference is scheduled to discuss deficits in skills and develop an academic intervention plan.

Understanding the importance of meaningful parental engagement and, after reviewing our data from last year, we have made this a priority. Last school year, 60% of families read two days or fewer as measured with the Read & Respond records parents returned each day while 40% of parents participated in nightly reading of 3 or more days a week. The Title 1 Annual Open House, held on September 8, had twenty-three parents attend. Game Night and Teacher Conference night, held on January 25, had eleven parents in attendance. Kindergarten Skills training offered January 25 had five parents to attend, and the Kids Learn Workbook Summer Slide Training on May 15 & 16 had thirty parents attend. Parent engagement is monitored through Read & Respond data collected by the teachers. Parents identified by the classroom teacher who are not engaging with their child on a regular basis (three or more nights a week), are contacted by the classroom teacher. The teacher offers suggestions and ideas of support for the parent to increase their nightly participation. The Title 1 teacher follows up with families to inform and offer support through the Parent Resource room. Parent Involvement activities are advertised on the school marquee, parent newsletter, school website, and weekly Tuesday folder as appropriate. Frequent on campus parent workshops led by FDLRS and facilitated by the district PreK ESE department provide parents with information, strategies, and activities for supporting their child's social/emotional and academic growth. Title 1 Parent Involvement nights offer opportunities for parents to interact with their children in the classroom setting and across campus. These activities involve student celebrations, performances, and parent training.

Staff allocations for the 2016 - 2017 school year included eight kindergarten teachers, four Prek-ESE teachers, and thirteen Head Start instructors. Kindergarten and Pre-K ESE teachers were absent a total of 71 school days, and Head Start instructors absent 57 days. Kindergarten students received 426 hours of instruction by a substitute teacher; Head Start students received 342 hours of instruction by a substitute teacher. Team building and staff celebrations will be embedded into the monthly staff calendar to help improve the culture and comradery in the school. These activities are planned with the purpose of staff getting to know each other and developing a sense of team. When sharing a vision and developing a meaningful purpose, school goals are more likely to be achieved and individual commitment is increased.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428363>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Understanding the importance of community engagement and support in advancing the school's vision and mission, the leadership team has begun to solicit sustainable business/community partnerships. In order to gain the support of local external stakeholders, each staff member has been challenged to contact potential partners in places where they do business. Incentives are given for those staff members bringing in new partners.

The principal is leveraging community ties to bring in other partners such as Catholic Charities, BCF Lawn Maintenance, Greater Bethel AME Church, SWI Photography, the LINKS of Gainesville, Sorority/Fraternity Organizations, and the University of Florida Black Alumni Association. Additionally, we are finding ways to engage parents in meaningful ways by offering non-traditional methods of supporting the school such as providing gardening support, painting, and providing professional services. The goal is to continue to solicit support and raise the number of partners by 20% by the end of the year.

To sustain new and existing partnerships and to encourage others to become an active part of our school community, there will be business partner luncheons in the fall and in the spring. Many of our partners have been invited to participate on our SAC and will, therefore, be a huge part of our ongoing school improvement process. Finally, business partners are also recognized on our school's website, newsletters, and the school's marquee. We encourage parents and others to support their businesses making the partnership mutually beneficial and rewarding.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|---------------------|
| Barnes, Catherine | Principal |
| Warring, Erica | Assistant Principal |
| Herman, Tunisha | Instructional Coach |
| Gaylard, Grace | Teacher, K-12 |
| Pierre, Angie | Guidance Counselor |
| Evanusa, Victoria | Teacher, ESE |
| King, Shameka | Other |
| Crosby, Paulette | Other |
| Weeks, Katrina | Teacher, K-12 |
| Groce, Monica | Teacher, PreK |

b. Duties

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

The leadership team builds the capacity of teachers and contributes positively to the school's culture by disseminating information and serving as the link between the teachers and the administrative team. Because the team is committed to a clearly defined shared-decision making process, team members represent all areas of the school. Decisions are made through a shared-decision making process and all areas of the school have input through the representatives on the leadership team.

The school's Principal provides a common vision for the school and implements the use of data-based decision-making. The goal is to ensure the school-based team is implementing RTI as part of the more comprehensive MTSS. Although RTI is an integral part of MTSS, MTSS is more cohesive and comprehensive with the goal of meeting the needs of all learners. The Principal and Assistant Principal support the use of the complete MTSS process. Further, the Principal and Assistant Principal ensures implementation of intervention supports and monitors the data/documentation collected as part of the comprehensive progress monitoring system. Additionally, the Principal and Assistant Principal ensure adequate professional development is provided to support standards-based instructional practices and communicates with parents regarding school-based engagement opportunities which help familiarize parents with school academic expectations and bridges the gap between home and school.

The school's Principal and Assistant Principal also creates bi-monthly opportunities for vertical articulation to assist in preparing students for success at the next level. These activities build a sense of community and ensure students and teachers are working toward a common goal. The Principal and AP also work with staff on selecting school-based targets and support teacher success by providing consistent, timely feedback to strengthen instructional delivery. Further, the Principal facilitates teacher learning opportunities by sharing current research, articles, books, and other information related to core instruction, student data collection, and delivery of targeted instruction/intervention. Finally, the principal facilitates leadership team meetings and provides direction in the shared decision-making process.

Exceptional Student Education Support/Title I Intervention Professionals: Participate in student assessment and data collection, collaborate with general education teachers to improve the success of targeted students and provide professional development as appropriate. Additionally, these professionals provide in-class support to teachers and learners and offer teachers on-going interventions to support student learning, They also represent their areas on the leadership team, serve as advocates for the students they serve, and support teachers and parents through parent events, meetings, and in providing appropriate resources to extend learning opportunities.

Guidance Counselor/BRT: Supports the socio-emotional and behavioral needs of the students and provides support and training to teachers on addressing student concerns in a mindful manner. The Counselor/BRT also provides character lessons, monitors non-academic risk factors, facilitates meetings between teachers and parents relative to concerns, provides professional development as needed and serves as a connection between internal and external resources. Further, the guidance counselor/BRT works with the School Psychologist and ESE Facilitator in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based decision-making activities.

FCIM/Instructional Coach (FCIM/IC)/CREATE (PD)Facilitator: Serves as a resource to teachers for the implementation of Success for All Reading Program. The FCIM/IC works to develop strategies to help teacher successfully lead, and evaluate core content standards/programs. Additionally, the FCIM/IC helps to assess students on an ongoing basis as part of the comprehensive progress monitoring system. This person also is responsible for supporting the implementation of best

practices and serving as the link between classroom teachers/assistants and the leadership team. Further, she responds to data trends and areas of concern identified through the leadership team's data analysis processes by identifying patterns of student/teacher need and working with district personnel to identify appropriate, evidence-based intervention strategies. Finally, the FCIM/IC assists with screenings that provide early warning indicators and works with teachers, guidance, admin, and external supports to assist in connecting students, teachers, and families with the appropriate resources.

Pre-K ESE/Kindergarten/Head Start Program Representatives: Serve as the direct link between teachers and administration. They ensure the views of all student groups are considered in the decisions made by the comprehensive leadership team and bring to the table concerns and solutions to trends found in the academic and non-academic data. These leaders serve as subject areas experts and help the leadership engage in meaningful discussions around teaching and learning.

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 process through which the school's 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 is based on a progress-monitoring system and a data based needs assessment. The leadership team monitors both academic and non-academic data and, based on that data, determines what resources are needed to address areas of deficit and improve student outcomes. The team then assesses resources available and align resources to the needs found through this process. As a collaborative team, leadership makes adjustments in placement, personnel, and program offerings. The team uses available Title (I, II, etc.) funds and other federal, state, and local funding to provide relevant programs and services.

The school's administrative team along with the instructional leadership team and data integration team (DIT), work to make these decisions and are responsible for appropriately allocating resources based on identified needs. To do this, the teams mentioned above meet bi-weekly to report on data collected, determine next steps, and delegate responsibilities. In order to ensure the school maintains those tangible resources purchased, the media specialist and Assistant Principal maintain the inventory of products. Additionally, an annual inventory is conducted by school staff. Equipment and other resources are assessed for usefulness and their impact on student outcomes.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Catherine Barnes | Principal |
| Keisha McArthur | Education Support Employee |
| Leigh Gaylard | Teacher |
| Karl Smith | Business/Community |
| Stephanie Gainey | Parent |
| Ashley Williams | Parent |
| Dontonya Smith | Business/Community |
| Delvin James | Parent |
| Tracy Carroll | Business/Community |
| Christina Tharpe | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Duval Early Learning Academy did not include the SAC in the development of the school improvement plan last year. This year the members of SAC will be actively engaged in the on-going school improvement process. To date, the team has been formed and several members have met to discuss our school improvement goals.

b. Development of this school improvement plan

The internal leadership team collaborated with some members of the SAC and staff members to develop the School Improvement Plan for 2017-18. The team looked at school performance data from SFA assessments, attendance data, promotion rates, and other key data points to determine goals and establish processes for moving forward this year.

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

The schools annual budget will be submitted to the SAC for review and revision during the budgeting cycle. Feedback and suggestions will be encouraged and considered before a vote will be made to finalize any proposed changes. The team will work diligently to use data to set priorities and establish the best method of utilizing resources.

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

Duval Early Learning Academy opened August 2016 as an early learning academy serving 3-5 year-old students. The school did not receive School Improvement funds that year. Last year, funds received were used for tutoring, supporting staff, and improving student outcomes with purchase of supplemental materials.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|-------------------|------------------------|
| Barnes, Catherine | Principal |
| Herman, Tunisha | Instructional Coach |
| Warring, Erica | Assistant Principal |
| Pierre, Angie | Guidance Counselor |
| Gaylard, Grace | Teacher, K-12 |
| King, Shameka | Teacher, PreK |
| Crosby, Paulette | Attendance/Social Work |
| Evanusa, Victoria | Teacher, ESE |

b. Duties

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

The LLT promotes literacy on the school by:

1. Providing teachers with support in understanding academic performance standards for mastery the Quarterly SFA Reading goals
2. Planning with individual teachers and teams and analyzing/using data to drive instruction, set targets and address differentiated student needs
3. Planning, modeling or co-teaching, follow-up conferencing, and next steps ongoing throughout the year with teachers
4. Providing PD aligned to school-wide needs as identified by the leadership team
5. Monitoring student progress and assisting teachers as they develop lessons based on student needs
5. Ensuring the fidelity of implementation of the SFA curriculum components.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Collaborative planning days for teachers, coaches and/or SFA Facilitator are built into the instructional planning schedule. To ensure these meetings are productive and foster a sense of community, teams submit their meeting notes for review. Additionally, coaches and the administrative team meet with teachers to provide support as needed. The goal is to increase productivity and facilitate deeper conversations around student performance.

Teachers are provided opportunities to visit classrooms on other grade levels for observation of best practices. Teachers are allowed to self-select areas of focus and/or administrators may facilitate observation opportunities based on areas of need. This builds both the confidence of the teacher being observed and that of the observer which leads to greater teacher efficacy.

Bi-monthly Bridging Celebrations allow for formal vertical planning and articulation: Head Start, Pre-K ESE, and Kindergarten students and teachers utilize instructional collaboration opportunities to build a

sense of community. Bi-Monthly, these teams develop and implement lessons by joining their classes together to complete engaging and purposeful activities.

Monthly school/team building activities are planned and include all school staff. During pre-planning, staff selected teams and chose months to provide school-wide social events. Because of the diversity of these teams, staff members learn to appreciate the intricacies of one another's responsibilities and develop an appreciation for each other's talents, culture, skills, and contributions to the overall success of the school.

Staff recognition of accomplishments, by the leadership team, are ongoing. A Daily Recap email from school principal provides frequent and ongoing communication with all staff and helps to ensure information is shared in a timely manner. This allows teams to plan effectively and efficiently together.

Members of the school staff, at all levels, are included in leadership roles throughout the school. This allows every person to take ownership in the school's processes and offers opportunities to lead the work in various areas based on each person's strengths.

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

At Duval Early Learning Academy we believe if you take the time to hire tough you will be able to manage easy. Our goal is to select the most qualified and best fit for our student population through careful selection of candidates. We will retain teachers by providing mentoring with veteran teachers, district mentor teacher support, in-services relative to our school's needs, and professional development to help all teachers improve their teaching practices. Frequent teacher recognition and celebrations by administration also helps to develop a sense of family and a strong collaborative culture.

Staff members are provided opportunities to lead and be a part of the overall school environment based on their interests and desires. Staff members are provided opportunities to actively participate in problem-solving and decision making which fosters a sense of ownership and commitment to the school's vision which directly impacts staff retention.

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

A mentor coach is provided by the district for all first-year teachers. Duval also has a part-time site based coach who works directly with the teachers in areas identified for growth. Teachers are provided opportunities to observe peers through visits to other classrooms where they can see modeled instructional practices. Veteran teachers are assigned by grade-level and areas of expertise (observed strengths) and matched carefully to ensure information is shared and received in a manner which encourages success.

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.

Duval implements the research-based Success for All (SFA) comprehensive reading instructional program. SFA is aligned with Florida Standards, and teachers collaborate weekly to plan standard based activities and lessons to supplement and enrich the reading program. Teachers participate in

on going PDs focused on standard based planning and student activity development. Florida standards are outlined on the district's standard pacing guide, and teachers are provided with a school based instructional calendar where standards are identified for weekly instructional focus. Mini assessments are frequent and aligned with focus standards to monitor student progress and instructional effectiveness.

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.

All students are assessed individually on identified kindergarten basic readiness skills during the first two weeks of school. From this data, students who are in need additional support in pre-reading and math foundation skills are identified, as well as students who may need enrichment. Title 1 reading support is provided to the lowest performing students. These students receive a supplemental 30 minutes of targeted skill instruction specific to their identified academic need. Duval takes a holistic approach to student growth and achievement. Student social/emotional needs are observed during the first week of school as routines and procedures are being introduced and taught. Students identified by teachers with possible needs are referred to Guidance / BRT for follow up. Follow up includes developing relationships with the student and their family in an effort to identify areas that may need support through additional behavior instruction, counseling, outside agency support, supplemental food/ health services, or parent training.

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: After School Program

Minutes added to school year: 32,400

After-school enrichment program- 21st Century.

Strategy Rationale

Students are provided time to work with designated program staff to complete skill specific homework and receive additional practice in a positive environment supporting each student's academic success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Barnes, Catherine, barnescl@gm.sbac.edu

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

For students participating in either after school program, their academic progress will be monitored each nine week grading period using SFA data and nine week assessments and effectiveness of this intervention will be based on adequate progress toward nine week expectations.

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

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

Strategy: Summer Program

Minutes added to school year: 32,400

Kids Count

Strategy Rationale

Students are provided time to work with designated program staff to complete skill specific homework and receive additional practice in a positive environment supporting each student's academic success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Barnes, Catherine, barnescl@gm.sbac.edu

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

For students participating in either after school program, their academic progress will be monitored each nine week grading period using SFA data and nine week assessments and effectiveness of this intervention will be based on adequate progress toward nine week expectations.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Throughout the school year, kindergarten and Head Start teachers collaborate in academic planning and community development activities with students. Head Start and Kindergarten both implement the SFA curriculum allowing for a fluid transition of classroom routines and procedures, oral language strategies, and getting along together skills. Head Start teachers, Kindergarten teachers, and PreK ESE teachers are partnered for bi-monthly activities to further facilitate the social and emotional transition to Kindergarten.

Pre-K ESE students are often dual enrolled in Head Start where they can experience academics with typically developing peers as teachers work on specific skill instruction to prepare them for a full transition into a mainstream classroom in Kindergarten. The school conducts a Kindergarten roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. Head Start students are invited to our kindergarten round-up. Teachers will meet with the students, while the principal meets with parents.

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.

Duval has a partnership with the University of Florida's Unified Early Childhood Program. Interns from this program work with students to expose them to college and career options. Additionally, teachers and staff participate in college pride days or spirit days and discuss the colleges they attended with students to increase exposure, build interest, and foster an aspiration to explore post-secondary options.

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

N/A

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

Guidance Counselor organizes Career Day for all students. Speakers relating to some units of instruction. Because students on our campus are ages 3-5 only, we focus more on exposing students to potential careers options with visible appeal such as police officers, fire personnel, military, or other uniformed professions.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Identified Strengths - The data shows that students whose classroom attendance is consistent (on time each day with minimal early check outs, and participate in academic instructional time with out removals from the classroom for behavior or other needs) make great academic growth and experience success.

Areas of need: Attendance, parent participation, social/emotional/behavioral needs resulting in lost instructional participation negatively impact student academic growth and success.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School needs are identified below and presented as underlying root causes for the areas identified in the data:

Staff development is needed to increase awareness of cultural differences and the varying needs of the students and families we serve will help support in the development of a positive home-school relationships.

There is a need to provide social-emotional support for children and families as well as a need to provide teachers with the skills needed to engage parents and students in poverty, who have experienced trauma or those with social-emotional needs.

On site support is needed to assist staff in utilizing the SFA curriculum with fidelity and to increase familiarity with the grade-level/program standards of performance through professional development.

Increasing partnerships within the community are needed to support the continuous discussion on school attendance, engagement, and facilitation of programs designed to support the families served.

There is a need to improve communication with families regarding registration requirements, the importance of early registration, consistent attendance and participation in their child's academic endeavors.

There is a need to develop home-school partnerships where parents feel comfortable being on the school campus and asking questions they may have about the school or their child's performance.

There is a need to increase parent awareness and understanding of the vital role they play in their child's educational success and the impact their choices have on their child's success (attendance, meaningful academic engagement at home, and support of the school and staff).

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reduce by 3% the loss of instructional time resulting from removal from the classroom, due to social-emotional or behavioral needs, by the end of the school year.

- G2.** Increase by 3% the number of students meeting grade-level expectations quarterly, as measured by SFA assessment data, from the initial (formative/baseline) assessment to the May 2018 assessment.

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. Reduce by 3% the loss of instructional time resulting from removal from the classroom, due to social-emotional or behavioral needs, by the end of the school year. 1a

G095753

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Literacy Rate - Kindergarten | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Limited Social-emotional skill development
- Over 50% of the students arrive having suffered some form of trauma
- Parental support and familiarity with school-based expectation for behavior
- Limited oral language development and an inability to express concerns in an appropriate manner

Resources Available to Help Reduce or Eliminate the Barriers 2

- Getting Along Together curriculum
- PBIS (school-wide)
- MTSS
- Guidance counselor interventions/classroom activities
- Village counseling provided to students one-on-one
- Foster Grandparent program/mentoring program

Plan to Monitor Progress Toward G1. 8

GAT skill data collected from weekly records

Person Responsible

Angie Pierre

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Classroom weekly record and SFA Classroom Assessment Summary

G2. Increase by 3% the number of students meeting grade-level expectations quarterly, as measured by SFA assessment data, from the initial (formative/baseline) assessment to the May 2018 assessment. 1a

G095754

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Literacy Rate - Kindergarten | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Student attendance. With no compulsory attendance regulations for our students (3-4 years old), school officials have little recourse when attempting to enforce attendance expectations. Excessive tardies and early check out can and have resulted in significant amounts of lost instructional time in core subject areas. An average of 18.6% of students were habitually tardy last school year.
- Lack of consistent instruction by highly qualified substitute teachers. Qualified and willing substitute teachers are difficult to find and retain resulting in instructional gaps for students. An average of 71 for Kindergarten and 57 for Head Start days last school year were led by substitute teachers; 426 Kindergarten and 342 Head Start instructional hours.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance protocol with monitoring and intervention plan
-
-
- Parent resource room with information to extend student and parent learning.
-

Plan to Monitor Progress Toward G2. 8

Student achievement data (SFA and nine week standard based assessments) will be monitored

Person Responsible

Tunisha Herman

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Student data reports

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Reduce by 3% the loss of instructional time resulting from removal from the classroom, due to social-emotional or behavioral needs, by the end of the school year. **1**

 G095753

G1.B1 Limited Social-emotional skill development **2**

 B257793

G1.B1.S1 Utilizing with fidelity the Getting Along Together curriculum. **4**

 S272796

Strategy Rationale

This evidence-based curriculum teaches students to identify their feelings, express those feelings in words and work collaboratively or independently to solve problems.

Action Step 1 **5**

Provide professional development to include an SFA refresher for staff on the Getting Along Together curriculum.

Person Responsible

Erica Warring

Schedule

On 5/31/2018

Evidence of Completion

SFA weekly record data sheet, PD agendas, meeting notes/minutes, PD materials.

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

SFA weekly records (formative assessment)

Person Responsible

Erica Warring

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teacher consultation with BRT to review student progress on weekly GAT skills. BRT will keep a log of targeted behavior and skill interventions.

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

SFA weekly records (formative assessment)

Person Responsible

Angie Pierre

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Student achieve 80% success on weekly GAT skills

G1.B2 Over 50% of the students arrive having suffered some form of trauma **2**

 B257794

G1.B2.S1 Provide PD on Mindful Schools and Responsive Classrooms and conduct a book-study on cultural competence/culturally responsive schools. **4**

 S272797

Strategy Rationale

Over 50% of the student body has suffered some form of trauma. Most of the school's staff has less than 3 years experience and have had limited exposure to the vast number of cultural and social dynamics of the population served.

Action Step 1 **5**

Professional Development

Person Responsible

Tunisha Herman

Schedule

Monthly, from 9/13/2017 to 6/1/2018

Evidence of Completion

PD agenda, participant exit ticket, and participant follow up activity

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

PD agendas and planning outline submitted to administration

Person Responsible

Catherine Barnes

Schedule

Monthly, from 9/13/2017 to 6/1/2018

Evidence of Completion

Alignment with school and staff needs assessment results for PD planning

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

Instructional practice and observation; student achievement data

Person Responsible

Erica Warring

Schedule

Weekly, from 9/13/2017 to 6/1/2018

Evidence of Completion

Teacher snapshot and formal observation

G1.B3 Parental support and familiarity with school-based expectation for behavior 2

 B257795

G1.B3.S1 Provide parent training through Title I to expose parents to the kindergarten standards and demonstrate ways to have meaningful academic engagement in school as well as at home. 4

 S272798

Strategy Rationale

With little to no exposure to Pre-K/Headstart, students often arrive with limited kindergarten readiness skills. This lack of exposure makes it difficult for students/parents to transition into a structured school environment. Many parents struggle with attendance, adhering to school times and consistent/meaningful involvement in their child's academic program. The lack of exposure to school/classroom procedures and expectations, which are gained through participation in a formal Pre-K, VPK, or Headstart program, causes students to start school at a deficit. This perpetuates the beginning of the achievement gap, making it impossible for teachers to begin instruction on the kindergarten standards. Teachers spend an inordinate amount of time teaching foundational skills and building background knowledge.

Action Step 1 5

Provide parent training through Title I to expose parents to the kindergarten standards and demonstrate ways to have meaningful academic engagement in school as well as at home.

Person Responsible

Erica Warring

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Advertisements, newsletters and presentation materials.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent training agenda submitted to administration for review

Person Responsible

Catherine Barnes

Schedule

On 6/1/2018

Evidence of Completion

Training agenda, parent sign in for participation, and parent input survey following the training.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parent training participation record; Student Read & Respond Records

Person Responsible

Grace Gaylard

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Parent attendance will be collected and monitored for increasing participation. Student Read & Respond records will be tracked for nightly home engagement.

G1.B4 Limited oral language development and an inability to express concerns in an appropriate manner

2

B257796

G1.B4.S1 Develop oral language skills within the classroom through Getting Along Together curriculum activities, peer collaboration (think-pair-share), and vocabulary acquisition/application (receptive and expressive language). 4

S272799

Strategy Rationale

Many students of poverty enter kindergarten with limited exposure to formal vocabulary, limited background knowledge, and very little problem-solving skills. Students who have the ability to express themselves in a productive and appropriate manner tend to make better social and emotional decisions when interacting within a structured environment. Those who do not have these skills tend to act out or withdraw which leads to a loss of instructional time.

Action Step 1 5

Complete the SFA refresher for returning teachers and provide new teacher training for those new to SFA.

Person Responsible

Erica Warring

Schedule

Semiannually, from 8/14/2017 to 8/31/2017

Evidence of Completion

PD Materials, SFA facilitator notes, PD Calendar

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom walkthroughs, Teacher feedback, and monitoring of student behavioral reports

Person Responsible

Catherine Barnes

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Walkthrough forms, student behavioral reports, guidance counselor referrals, school-wide discipline reports.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

SFA student assessment and data reports

Person Responsible

Erica Warring

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

SFA data reports, Guidance referrals, discipline data reports

G2. Increase by 3% the number of students meeting grade-level expectations quarterly, as measured by SFA assessment data, from the initial (formative/baseline) assessment to the May 2018 assessment. 1

G095754

G2.B1 Student attendance. With no compulsory attendance regulations for our students (3-4 years old), school officials have little recourse when attempting to enforce attendance expectations. Excessive tardies and early check out can and have resulted in significant amounts of lost instructional time in core subject areas. An average of 18.6% of students were habitually tardy last school year. 2

B257797

G2.B1.S1 Breakfast club, attendance monitoring, ongoing and frequent communication with parents, nine week attendance recognition certificates for students and families, EPT conferences 4

S272800

Strategy Rationale

Behaviors that are recognized and appreciated tend to occur more often. When needs are identified, available supports can be established to support success.

Action Step 1 5

Breakfast Club - celebrate parents for making attendance a priority

Person Responsible

Erica Warring

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Attendance Reports

Action Step 2 5

Attendance monitoring - . Teachers will contact parents directly when students are tardy or absent to send a message that each child is valued and missed when they are not part of the classroom learning community. Five or more absences, parents will be contacted by school letter formally documenting an attendance concern.

Person Responsible

Erica Warring

Schedule

On 5/31/2018

Evidence of Completion

5 day attendance letter

Action Step 3 5

EPT : A conferences will be scheduled as needed to identify strategies of support for families. Parents will be informed of the importance of their child attending school daily and on time, and the impact lost instructional time can have on a child's academic success. Truancy issues will be shared with the district truancy officer for formal actions.

Person Responsible

Angie Pierre

Schedule

On 6/1/2018

Evidence of Completion

Attendance data and EPT documentation

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

Attendance Records

Person Responsible

Erica Warring

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

5 day letters sent home in a timely manner, documentation of direct parent communication from teacher, and EPT conferences scheduled as need

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance and academic achievement data

Person Responsible

Erica Warring

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Improved attendance (increased participation in classroom instructional time); Demonstrated academic growth and achievement of nine week SFA goals and grade level standards.

G2.B2 Lack of consistent instruction by highly qualified substitute teachers. Qualified and willing substitute teachers are difficult to find and retain resulting in instructional gaps for students. An average of 71 for Kindergarten and 57 for Head Start days last school year were led by substitute teachers; 426 Kindergarten and 342 Head Start instructional hours. **2**

 B257798

G2.B2.S1 Monitor implementation of Success for All **4**

 S272801

Strategy Rationale

Through the monitoring of SFA data, classroom walk-throughs and frequent data chats with teachers, staff will be able to target instruction and ensure instruction is targeted to meet the needs of individual students.

Action Step 1 **5**

Provide appropriate, differentiated Professional Development to ensure teacher efficacy.

Person Responsible

Erica Warring

Schedule

Monthly, from 9/6/2017 to 5/31/2018

Evidence of Completion

PD agendas and/or materials

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Walk through to observe implementation

Person Responsible

Erica Warring

Schedule

On 5/31/2017

Evidence of Completion

Documentation of walkthrough

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor student progress on classroom and SFA assessments and provide support to help teachers differentiate to meet the instructional needs identified.

Person Responsible

Erica Warring

Schedule

On 5/31/2018

Evidence of Completion

Documentation of students' success on assessments, SFA reports, anecdotal data collected by teachers

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
| G2.B2.S1.MA1 M392267 | Walk through to observe implementation | Warring, Erica | 9/1/2016 | Documentation of walkthrough | 5/31/2017 one-time |
| G1.B4.S1.A1 A366135 | Complete the SFA refresher for returning teachers and provide new teacher training for those new to... | Warring, Erica | 8/14/2017 | PD Materials, SFA facilitator notes, PD Calendar | 8/31/2017 semiannually |
| G2.MA1 M392268 | Student achievement data (SFA and nine week standard based assessments) will be monitored | Herman, Tunisha | 8/28/2017 | Student data reports | 5/31/2018 weekly |
| G1.B1.S1.A1 A366132 | Provide professional development to include an SFA refresher for staff on the Getting Along... | Warring, Erica | 8/7/2017 | SFA weekly record data sheet, PD agendas, meeting notes/minutes, PD materials. | 5/31/2018 one-time |
| G1.B3.S1.A1 A366134 | Provide parent training through Title I to expose parents to the kindergarten standards and... | Warring, Erica | 8/21/2017 | Advertisements, newsletters and presentation materials. | 5/31/2018 quarterly |
| G1.B4.S1.MA1 M392261 | SFA student assessment and data reports | Warring, Erica | 8/28/2017 | SFA data reports, Guidance referrals, discipline data reports | 5/31/2018 monthly |
| G1.B4.S1.MA1 M392262 | Classroom walkthroughs, Teacher feedback, and monitoring of student behavioral reports | Barnes, Catherine | 8/28/2017 | Walkthrough forms, student behavioral reports, guidance counselor referrals, school-wide discipline reports. | 5/31/2018 monthly |
| G2.B1.S1.MA1 M392265 | Attendance Records | Warring, Erica | 8/28/2017 | 5 day letters sent home in a timely manner, documentation of direct parent communication from teacher, and EPT conferences scheduled as need | 5/31/2018 quarterly |
| G2.B1.S1.A1 A366136 | Breakfast Club - celebrate parents for making attendance a priority | Warring, Erica | 8/28/2017 | Attendance Reports | 5/31/2018 quarterly |
| G2.B1.S1.A2 A366137 | Attendance monitoring - . Teachers will contact parents directly when students are tardy or absent... | Warring, Erica | 8/21/2017 | 5 day attendance letter | 5/31/2018 one-time |
| G2.B2.S1.MA1 M392266 | Monitor student progress on classroom and SFA assessments and provide support to help teachers... | Warring, Erica | 9/6/2017 | Documentation of students' success on assessments, SFA reports, anecdotal data collected by teachers | 5/31/2018 one-time |
| G2.B2.S1.A1 A366139 | Provide appropriate, differentiated Professional Development to ensure teacher efficacy. | Warring, Erica | 9/6/2017 | PD agendas and/or materials | 5/31/2018 monthly |
| G1.MA1 M392263 | GAT skill data collected from weekly records | Pierre, Angie | 8/21/2017 | Classroom weekly record and SFA Classroom Assessment Summary | 6/1/2018 quarterly |
| G1.B1.S1.MA1 M392255 | SFA weekly records (formative assessment) | Pierre, Angie | 8/21/2017 | Student achieve 80% success on weekly GAT skills | 6/1/2018 biweekly |
| G1.B1.S1.MA1 M392256 | SFA weekly records (formative assessment) | Warring, Erica | 8/21/2017 | Teacher consultation with BRT to review student progress on weekly GAT skills. BRT will keep a log of targeted behavior and skill interventions. | 6/1/2018 biweekly |
| G1.B2.S1.MA1 M392257 | Instructional practice and observation; student achievement data | Warring, Erica | 9/13/2017 | Teacher snapshot and formal observation | 6/1/2018 weekly |
| G1.B2.S1.MA1 M392258 | PD agendas and planning out line submitted to administration | Barnes, Catherine | 9/13/2017 | Alignment with school and staff needs assessment results for PD planning | 6/1/2018 monthly |
| G1.B2.S1.A1 A366133 | Professional Development | Herman, Tunisha | 9/13/2017 | PD agenda, participant exit ticket, and participant follow up activity | 6/1/2018 monthly |
| G1.B3.S1.MA1 M392259 | Parent training participation record; Student Read & Respond Records | Gaylard, Grace | 8/28/2017 | Parent attendance will be collected and monitored for increasing participation. Student Read & Respond records will | 6/1/2018 quarterly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|---|----------------------|
| | | | | be tracked for nightly home engagement. | |
| G1.B3.S1.MA1  M392260 | Parent training agenda submitted to administration for review | Barnes, Catherine | 8/21/2017 | Training agenda, parent sign in for participation, and parent input survey following the training. | 6/1/2018 one-time |
| G2.B1.S1.MA1  M392264 | Attendance and academic achievement data | Warring, Erica | 8/21/2017 | Improved attendance (increased participation in classroom instructional time); Demonstrated academic growth and achievement of nine week SFA goals and grade level standards. | 6/1/2018 monthly |
| G2.B1.S1.A3  A366138 | EPT : A conferences will be scheduled as needed to identify strategies of support for families.... | Pierre, Angie | 8/28/2017 | Attendance data and EPT documentation | 6/1/2018 one-time |

V. Professional Development Opportunities

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

G1. Reduce by 3% the loss of instructional time resulting from removal from the classroom, due to social-emotional or behavioral needs, by the end of the school year.

G1.B2 Over 50% of the students arrive having suffered some form of trauma

G1.B2.S1 Provide PD on Mindful Schools and Responsive Classrooms and conduct a book-study on cultural competence/culturally responsive schools.

PD Opportunity 1

Professional Development

Facilitator

K. Khune, G. Gaylard, E. Warring, District PD staff

Participants

Duval ELA teachers and staff

Schedule

Monthly, from 9/13/2017 to 6/1/2018

G1.B3 Parental support and familiarity with school-based expectation for behavior

G1.B3.S1 Provide parent training through Title I to expose parents to the kindergarten standards and demonstrate ways to have meaningful academic engagement in school as well as at home.

PD Opportunity 1

Provide parent training through Title I to expose parents to the kindergarten standards and demonstrate ways to have meaningful academic engagement in school as well as at home.

Facilitator

Grace Gaylard/Kaye Kuhn

Participants

Headstart, VPK, Kindergarten parents and teachers

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

G1.B4 Limited oral language development and an inability to express concerns in an appropriate manner

G1.B4.S1 Develop oral language skills within the classroom through Getting Along Together curriculum activities, peer collaboration (think-pair-share), and vocabulary acquisition/application (receptive and expressive language).

PD Opportunity 1

Complete the SFA refresher for returning teachers and provide new teacher training for those new to SFA.

Facilitator

SFA Facilitator

Participants

All instructional staff

Schedule

Semiannually, from 8/14/2017 to 8/31/2017

G2. Increase by 3% the number of students meeting grade-level expectations quarterly, as measured by SFA assessment data, from the initial (formative/baseline) assessment to the May 2018 assessment.

G2.B2 Lack of consistent instruction by highly qualified substitute teachers. Qualified and willing substitute teachers are difficult to find and retain resulting in instructional gaps for students. An average of 71 for Kindergarten and 57 for Head Start days last school year were led by substitute teachers; 426 Kindergarten and 342 Head Start instructional hours.

G2.B2.S1 Monitor implementation of Success for All

PD Opportunity 1

Provide appropriate, differentiated Professional Development to ensure teacher efficacy.

Facilitator

Kaye Kuhn, Erica Warring, Catherine Barnes, District PD Facilitators

Participants

Kindergarten, Headstart and Pre-K ESE teachers

Schedule

Monthly, from 9/6/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|---|--|-----------------|-----|-------------------|
| 1 | G1.B1.S1.A1 | Provide professional development to include an SFA refresher for staff on the Getting Along Together curriculum. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0022 - Early Learning Academy At Duval | Title, I Part A | | \$2,000.00 |
| 2 | G1.B2.S1.A1 | Professional Development | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0022 - Early Learning Academy At Duval | Title, I Part C | | \$5,000.00 |
| | | | <i>Notes: Title I and CREATE paid for teachers to complete SFA training/conference last year. Other professional development will include training on cultural competency, SFA use of standards in the classroom, improving student engagement/engaging students or families in poverty, managing student behaviors, mindful classrooms, and others as needed.</i> | | | |
| 3 | G1.B3.S1.A1 | Provide parent training through Title I to expose parents to the kindergarten standards and demonstrate ways to have meaningful academic engagement in school as well as at home. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0022 - Early Learning Academy At Duval | Title, I Part A | | \$1,000.00 |
| 4 | G1.B4.S1.A1 | Complete the SFA refresher for returning teachers and provide new teacher training for those new to SFA. | | | | \$0.00 |
| 5 | G2.B1.S1.A1 | Breakfast Club - celebrate parents for making attendance a priority | | | | \$205.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0022 - Early Learning Academy At Duval | Title, I Part A | | \$205.00 |
| | | | <i>Notes: This will include the use of Title I funds for materials, resources, and takeaways.</i> | | | |
| 6 | G2.B1.S1.A2 | Attendance monitoring - . Teachers will contact parents directly when students are tardy or absent to send a message that each child is valued and missed when they are not part of the classroom learning community. Five or more absences, parents will be contacted by school letter formally documenting an attendance concern. | | | | \$0.00 |
| 7 | G2.B1.S1.A3 | EPT : A conferences will be scheduled as needed to identify strategies of support for families. Parents will be informed of the importance of their child attending school daily and on time, and the impact lost instructional time can have on a child's academic success. Truancy issues will be shared with the district truancy officer for formal actions. | | | | \$0.00 |

Alachua - 0022 - Early Learning Academy At Duval - 2017-18 SIP
Early Learning Academy At Duval

| | | | | | | |
|----------|--------------------|---|--|-----------------|---------------|--------------------|
| 8 | G2.B2.S1.A1 | Provide appropriate, differentiated Professional Development to ensure teacher efficacy. | | | | \$6,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 239-Other | 0022 - Early Learning Academy At Duval | Title I, Part A | | \$6,000.00 |
| | | | <i>Notes: SFA Conference, professional materials, PD facilitator, Teacher consumables used to support professional growth, Early Learning PD, etc.</i> | | | |
| | | | | | Total: | \$14,205.00 |