

Alachua County Public Schools

Early Learning Academy At Duval



2019-20 Schoolwide Improvement Plan

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Early Learning Academy At Duval

2106 NE 8TH AVE, Gainesville, FL 32641

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

Demographics

Principal: Christiana Robbins

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-KG
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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

School Grades History

Year
Grade

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to helping students effectively use their hands, hearts, and minds to develop their talents, become responsible citizens, and achieve academic excellence.

Provide the school's vision statement.

Duval Early Learning Academy along with all students, parents, staff, and the community is committed to the success of every student.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Robbins, Christiana	Principal	<p>School Instructional Leader; monitors implementation of school initiatives, academic and social-emotional goals; provides ongoing feedback to teachers, instructional coaches, and school leadership on the current status of implementation steps; provides a common vision for the use of data-based decision-making to attain school goals; provides guidance to modify implementation steps as needed to meet school goals; ensures the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills with school staff, ensures implementation of interventions, reviews documentation; ensures training is conducted as needed; participates in Educational Planning evaluation; participates in grade level CIMS and other grade level meetings; facilitates leadership team meetings; helps develop school-wide behavior plan.</p>
Bourg, Robin	Assistant Principal	<p>Oversees curriculum; facilitates professional development that align to school improvement goals; provides curriculum support and training for teachers; helps develop and implement interventions; provides assessment and data support; participates in Educational Planning Team meetings, as needed; serves as assessment coordinator; assists in providing behavior support and training for teachers; helps develop and implement behavioral interventions in collaboration with the BRT; conducts classroom walk-throughs and teacher evaluations, and provides ongoing feedback to teachers; assists with formation of grade level assessments and oversees data collection of assessment scores.</p>
Pierre, Angie	Dean	<p>Behavior Resource Teacher: Oversees and monitors school-wide behavior plan; oversees implementation of PBIS; tracks students in tier 2 and tier 3 behavioral interventions; implements individual behavior plans; monitors/ inputs behavior data into database (RtI:B and district data base); assists teachers with the implementation of classroom behavior plans.</p> <p>School Counselor: Provides training and support in the MTSS/RtI process annually and as needed; works with teachers through the problem solving cycle; facilitates leadership meetings related to MTSS/RtI; monitors scheduling of Educational Planning Team meetings; facilitates Educational Planning Team meetings; provides classroom counseling lessons; is responsible for scheduling of ESE meetings and 504 meetings; works with the Principal and/or Assistant Principal on issues of behavior; acts as a parent contact for parents who have academic and/or social concerns related to their child.</p>
Nichols, Debbie	Instructional Coach	<p>Provides embedded coaching support to teachers through the coaching cycle; uses progress monitoring data to design and deliver professional development that aligns with attainment of school goals; supports teachers with analyzing student data to create targeted lesson plans; oversees the Title I Intervention teacher and intervention paperwork; maintains the school's data dashboard of student data; serves as the Title I lead teacher; maintains accurate data records for student in the MTSS/RtI process; meets with the</p>

Name	Title	Job Duties and Responsibilities
		leadership team monthly to review MTSS/RtI progress; meets with grade level teams and/or individual teachers regularly to discuss student progress; provides data analysis support. Additionally, as the Instructional Coach, the goal is to work with teachers and assist them in planning for and teaching the standards, as well as assisting teachers in developing standards-based assessments.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	137	0	0	0	0	0	0	0	0	0	0	0	0	0	137
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	117	0	0	0	0	0	0	0	0	0	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

8

Date this data was collected or last updated

Thursday 9/26/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	57%	0%	59%	55%
ELA Learning Gains	0%	57%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	48%	52%
Math Achievement	0%	60%	63%	0%	63%	61%
Math Learning Gains	0%	61%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	49%	51%	0%	50%	51%
Science Achievement	0%	57%	53%	0%	55%	51%

EWS Indicators as Input Earlier in the Survey		
Indicator	Grade Level (prior year reported)	Total
	K	
Number of students enrolled	137 (0)	137 (0)
Attendance below 90 percent	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)
Course failure in ELA or Math	117 ()	117 (0)
Level 1 on statewide assessment	0 ()	0 (0)

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In reviewing Istation's Indicators of Progress (ISIP) for Early Reading data from September 2019, the data component that showed the lowest performance is Vocabulary. Overall, 93% of students scored a level 1 or level 2, with 69% scoring a level 1 and 24% scoring a level 2.

Students presenting with deficiencies in vocabulary has been a long-standing problem. Students have lacked tier 2 and tier 3 vocabulary, and vocabulary instruction has not been robust. The tier 2 and tier 3 vocabulary -- vocabulary that is frequently presented in written text and vocabulary that is subject-specific/academic, respectively -- are the two types of vocabulary with which the students are presenting deficiencies. A lack of instruction in these two areas will result in deficiencies in listening and reading comprehension.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In reviewing Istation's Indicators of Progress (ISIP) for Early Reading data from September 2018 and September 2019, the data components that equally showed the greatest decline are Phonemic Awareness and Vocabulary. In September 2018, 44% of students were proficient in the area of Phonemic Awareness with only 26% proficient in the same area in September 2019. Further, in September 2018, 25% of students were proficient in the area of Vocabulary while on 7% were proficient in Vocabulary in September 2019. In both Phonemic Awareness and Vocabulary areas, the decline is 18 percentage points.

Analysis of these data indicates that many students did not receive instruction in the area of Phonemic Awareness and Vocabulary. It is possible that many of the students who did receive instruction in these areas regressed over the summer. It is also possible that students did not attend a pre-kindergarten program (i.e., Head Start, Voluntary Pre-K [VPK], etc.) to receive such instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

To compare our data to state data, Duval Early Learning Academy reviewed Florida Kindergarten Readiness Screening (FLKRS) data for the previous year as the state data for the current year are not yet available. Overall, the state percentage of students "ready for kindergarten" was 53% while the school average was "28%. This current year's data for FLKRS for the school show that only 24% of students were "ready for kindergarten."

The data component with the greatest gap when compared to the state average is ELA Reading with Vocabulary and Phonics being specific areas of concern. As mentioned in the previous section, possible contributing factors are student regression over the summer; lack of adequate instruction in these areas in pre-kindergarten programs; students not attending pre-kindergarten programs.

Which data component showed the most improvement? What new actions did your school take in this area?

Within ELA, the data component that showed the most improvement is Early Numeracy. Instruction in this area

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are absences/tardies and failing grades in ELA/Mathematics. There are several students who are tardy for school, and could potentially miss instruction in either ELA or Mathematics.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA achievement 50% over the prior year (60% ELA Proficiency)
2. Reduce absences 3% over the prior year
3. Increase Math achievement 10 percentage points over the prior year
4. Decrease out-of-school suspension 10%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Raise Overall Achievement/Proficiency in ELA and Math
Rationale	Students who are proficient in the grade level standards will be prepared for the next grade level standards. If students are not proficient in the current grade level content, it is likely that they will habitually perform below grade level in the years to come.
State the measureable outcome the school plans to achieve	By the end of the school year, at least 60% of students will be able to fluently identify all letters (within 1 minute).
Person responsible for monitoring outcome	Debbie Nichols (nicholsdl@gm.sbac.edu)
Evidence-based Strategy	Grade level teams will meet with CIMS Facilitator/Instructional Coach, Assistant Principal, and Principal to review assessment data at least once per month.
Rationale for Evidence-based Strategy	These meetings will allow teachers to receive guidance in analyzing the data and determining instructional implications.
Action Step	
Description	<ol style="list-style-type: none"> 1. Collaborative Planning: through grade level data discussions with CIMS/ Facilitator, Assistant Principal, and/or Principal, teachers will determine next-steps for instruction based on student data. 2. 3. 4. 5.
Person Responsible	Robin Bourg (bourgrm@gm.sbac.edu)

#2	
Title	Increase Learning Gains of Students in the Lowest Quartile in Both ELA and Math by 3 Percentage Points By End of School Year
Rationale	Focusing on learning gains compels teachers to differentiate instruction to meet the needs of each student. Knowing where students need to be by the end of the school year and know where they begin (baseline data) allows teachers to set realistic goals for each students and work towards those goals in a realistic manner.
State the measureable outcome the school plans to achieve	By the end of the school year, at least 60% of students in the lowest quartile will make learning gains in both ELA and Math.
Person responsible for monitoring outcome	Debbie Nichols (nicholsdl@gm.sbac.edu)
Evidence-based Strategy	Students will receive additional intervention in ELA and/or math.
Rationale for Evidence-based Strategy	Students who lack prerequisite skills in reading and/or math need additional support through academic intervention.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students are identified as Lowest Quartile by reviewing multiple sources of data (e.g. DIBELS, ISIP, District Quarterly Assessments). 2. Targeted students receive interventions in small groups. 3. Teachers receive training in intervention programs utilized at the school. 4. 5.
Person Responsible	Christiana Robbins (robbincl@gm.sbac.edu)

#3	
Title	Reduce the Number of Out-Of-School Suspensions by at least 15%.
Rationale	When the PBS program is implemented with fidelity, students' positive behavior increases (resulting in a decrease of negative behavior and an increase in time on task).

State the measureable outcome the school plans to achieve	Implementation of PBIS program with fidelity
Person responsible for monitoring outcome	Angie Pierre (pierreal@gm.sbac.edu)
Evidence-based Strategy	Implementation of the PBS program with fidelity school-wide.
Rationale for Evidence-based Strategy	When the PBS program is implemented with fidelity, students' positive behavior increases (resulting in a decrease of negative behavior and an increase in time on task).

Action Step	
Description	<ol style="list-style-type: none"> 1. PBIS committee meetings to revise the PBS plan for the school year; develop teacher managed behavior chart, develop school-wide classroom behavior chart, plan teacher training. 2. The teachers will positively reward students through the use of Duval Dollars for their behavior and following the school-wide expectations. Students will be able to use their Duval Dollars in a variety of ways (events, special days, etc.). 3. 4. 5.
Person Responsible	Christiana Robbins (robbincl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

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

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

Prior to the beginning of school, parents and students are invited to "Meet the Teacher" where teachers and students can initially meet and teachers can gather information about the student and their background. During the first weeks of school, teachers spend time in their classrooms getting to know

their students through class building and team building activities to build a positive classroom community. During the third week of school, we host an Open House for parents to come in to visit the school and learn about what their children have been doing to start the year.

Additionally, parent/teacher conferences are held annually for teachers to have one-on-one conferences to review academic data with parents and talk about the students' strengths and weaknesses. This is also a time for teachers to learn more about the student, his/her home, his/her parent's belief and attitudes about school and learn ways they can help support each student more. Moreover, parent/teacher conferences are also scheduled upon request.

Each Spring, the school hosts a Kindergarten Round-Up for incoming kindergarten students and parents to visit the school and register. While parents are working on registration paperwork and getting to know more about the school from the Principal, Assistant Principal, food service manager, after-school coordinator, school counselor and others, the incoming kindergarten students are in the kindergarten classrooms with the kindergarten teachers doing activities. This allows the teachers time to interact with students and begin learning about them, getting to know them. After parents complete the registration process, they are able to ask questions of the leadership team, food service manager, after-school coordinator and then go to the kindergarten classrooms to see the classrooms and ask questions of the teachers. The teachers also use this as a time to talk with each family about the incoming kindergarten student.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The primary way that Duval Early Learning Academy will meet the social-emotional needs of our students is through the implementation of Sanford Harmony curriculum which is designed to help students develop social-emotional skills. Teachers in Pre-K and Kindergarten will implement the program in their classrooms at least two days per week.

An additional way the school ensures the social-emotional needs of all students being met is through the delivery of a balanced school counseling program. The counselor will design and implement a classroom counseling program for students in Pre-K and Kindergarten. This program will include exploration of career interests, anti-bullying and child abuse awareness, goal-setting and decision-making skills necessary for academic success. The counseling program will address social-emotional needs through small groups as well, targeting areas such as anger management, friendship, and social skills.

Further, teachers will meet as a team or individually teachers will meet with administrators at least once a month during data chats to review student progress and target students who are struggling with academic, social-emotional issues. Educational Planning Teams (EPTs) will be held for these students. These EPTs will include the classroom teacher, parents, members of the leadership team and/or the school psychologist and will be followed up with behavior plans, interventions and/or observations, as appropriate.

The school district also provides the school with a Social Worker who works with students to help them develop social-emotional skills. Moreover, an outside agency provides the school with a Mental Health Clinician who meets weekly with identified/recommended students.

Finally, the counselor will consult with teachers and parents throughout the school year regarding their concerns about students and their social-emotional needs.

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

The district annually advertises and conducts "Kindergarten Round-Up" in the community through posted advertisements, newspapers, radio and television stations. Duval Early Learning Academy advertises this event on the school marquee, in newsletters and through phone homes and emails to current families. The school holds an afternoon session where parents can fill out necessary paperwork to enroll their child, meet some of the school staff, and ask questions concerning the transition to elementary school. The incoming kindergarten students can experience kindergarten with the teachers through story time, songs and hands-on activities while their parents are filling out the registration paperwork and learning about the school. Parents are provided informational handouts and a learning mat to help prepare their children with skills essential for school success. In addition, Duval schedules a time for incoming kindergarten students to be assessed prior to the beginning of the school year. Parents requesting a tour of the school or more information pertaining to the transition to kindergarten may contact the Assistant Principal, School Counselor, or Principal.

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.

Duval has multiple business partners and community connections that are utilized throughout the school year. Some of these include reward certificates to be given to students for specific accomplishments (Duval Astronaut of the Week, Positive Referrals, etc.).

A business partner donates school supplies, backpacks and clothes for students in need to be given, as needed. Throughout the year, business partners and other community agencies who support the school are recognized in the school-wide newsletter. Student achievements are also recognized regularly. Multiple business are contacted and give resources through our PTA events.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Duval Early Learning Academy will be hosting a "Career Week" which allows students the opportunity to hear from a variety of people in a variety of careers. This event also includes a "Vehicle Day" for students to have hands-on experiences with a various types of vehicles that are an integral part of a career to get a better understanding of that career.

Part V: Budget

1	III.A.	Areas of Focus: Raise Overall Achievement/Proficiency in ELA and Math				\$3,319.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6300	750-Other Personal Services	0022 - Early Learning Academy At Duval	Title, I Part A		\$1,313.00	
		<i>Notes: Substitutes for instructional planning days to address a) standards-based instruction, b) standards focus boards, c) instruction in early reading skills, d) phonemic awareness, e) phonics, f) fluency (letter naming, letter sounds, high-frequency words), g) Vocabulary, and h) listening comprehension.</i>				
6300	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$440.00	
		<i>Notes: Stipends for professional development workshop on vocabulary instruction.</i>				

	6300	210-Retirement	0022 - Early Learning Academy At Duval	Title, I Part A		\$37.00
			<i>Notes: Retirement benefits for teacher stipends for professional development workshop on vocabulary instruction.</i>			
	6300	220-Social Security	0022 - Early Learning Academy At Duval	Title, I Part A		\$34.00
			<i>Notes: SSI benefits for teacher stipends for professional development workshop on vocabulary instruction.</i>			
	6300	290-Other Employee Benefits	0022 - Early Learning Academy At Duval	Title, I Part A		\$2.00
			<i>Notes: Early Retirement benefits for teacher stipends for professional development workshop on vocabulary instruction.</i>			
	5900	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$1,280.00
			<i>Notes: Teacher stipends for Extended Day Intervention</i>			
	5900	210-Retirement	0022 - Early Learning Academy At Duval	Title, I Part A		\$108.00
			<i>Notes: Retirement benefits for Teacher stipends for Extended Day Intervention</i>			
	5900	220-Social Security	0022 - Early Learning Academy At Duval	Title, I Part A		\$98.00
			<i>Notes: SSI benefits for Teacher stipends for Extended Day Intervention</i>			
	5900	290-Other Employee Benefits	0022 - Early Learning Academy At Duval	Title, I Part A		\$7.00
			<i>Notes: Early Retirement benefits for Teacher stipends for Extended Day Intervention</i>			
2	III.A.	Areas of Focus: Increase Learning Gains of Students in the Lowest Quartile in Both ELA and Math by 3 Percentage Points By End of School Year				\$113,816.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	750-Other Personal Services	0022 - Early Learning Academy At Duval	Title, I Part A		\$2,043.00
			<i>Notes: Professional Development: Substitutes to conduct data chats with teachers</i>			
	5100	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A	1.75	\$84,142.00
			<i>Notes: Salaries for FCIM Instructional Coach and a .75 Intervention Teacher</i>			
	5100	210-Retirement	0022 - Early Learning Academy At Duval	Title, I Part A	1.75	\$7,127.00
			<i>Notes: Retirement benefits for Title I Instructional Staff</i>			
	5100	220-Social Security	0022 - Early Learning Academy At Duval	Title, I Part A	1.75	\$6,437.00
			<i>Notes: SSI benefits for Title I Instructional Staff</i>			
	5100	230-Group Insurance	0022 - Early Learning Academy At Duval	Title, I Part A	1.75	\$13,638.00
			<i>Notes: Group Insurance benefits for Title I Instructional Staff</i>			
	5100	290-Other Employee Benefits	0022 - Early Learning Academy At Duval	Title, I Part A	1.75	\$429.00

						<i>Notes: Early Retirement benefits for Title I Instructional Staff</i>
3	III.A.	Areas of Focus: Reduce the Number of Out-Of-School Suspensions by at least 15%.				\$1,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$840.00
						<i>Notes: Stipends for professional learning communities centered on helping better understand how to transform student behavior using positive behavior approaches.</i>
	6400	510-Supplies	0022 - Early Learning Academy At Duval	Title, I Part A		\$700.00
						<i>Notes: Supplies to support PD.</i>
Total:						\$118,675.00