

Alachua County Public Schools

# Early Learning Academy At Duval



2018-19 Schoolwide Improvement Plan

## Early Learning Academy At Duval

2106 NE 8TH AVE, Gainesville, FL 32641

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-KG	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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 10/16/2018.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>54</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>48</b>
Professional Development Opportunities	48
Technical Assistance Items	52
<b>Appendix 3: Budget to Support Goals</b>	<b>52</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I 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.

### 2018-19 DA Category and Statuses for Early Learning Academy At Duval

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Dustin Sims</a>	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.

Duval Early Learning Academy (DELA) is 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 (DELA) 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 excellence.

#### 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 ongoing Professional Development (PD) and continual self-reflection. Several school PDs will focus on Culturally Responsive Teaching/ Hidden Bias; developing a community culture where students are taught self-regulation, empathy, and a sense of community; and Trauma Sensitivity Training. A parent engagement and intervention team has been developed and staff members will participate in Neighborhood Visits throughout 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. DELA 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 our school resource officer, Officer Rochelle, is actively involved in student support and safety. The staff has all been trained in ALICE and students have as well. Officer Rochelle and staff are visible throughout the school day. 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 through the use of our newly added behavioral resource paraprofessional. Our Discipline Plan is teacher created and modeled after Positive Behavior Intervention System (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 or program enrollment.

DELA Astronauts Demonstrate STAR Behavior!

D- Doing Our Best

E- Everyone is Learning

L- Leading by Example

A- Always Safe and Kind

A schoolwide 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. To that end, our discipline model has been shifted from a pull out to a push in model to help students self-regulate and correct behaviors in a live instructional setting. 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 by redirecting and reintroducing the student into the environment with new strategies to make more appropriate choices. 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 Success For All "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



academic and non-academic 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, student removals for redirection, 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	53
One or more suspensions	4	0	0	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	10	0	0	0	0	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	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	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 2017-2018 school year 41% of our students had 13 or more absences. 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) 16 discipline offenses were received, 11 students were suspended out of school. These suspensions all involved the same 4 students. Additionally, there were four hundred and sixty-five (465) 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 108 students entering kindergarten, 73 of students scored a 50% or below on the kindergarten readiness assessment. 68% 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 provides support to teachers in the classroom to specifically target students who demonstrate the need for extra support. 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.

Last year, we made meaningful parental engagement a priority. The Title 1 Annual Open House, held on September 8, had twenty-eight parents attend. The kindergartener's skills workshop and Teacher Conference night, held on November 2, had twenty parents in attendance. Reading with Mrs. Clause parent involvement activity on December 19th had 30 Kindergarten families in attendance. Books and Burgers parent night had 65 Kindergarten families in attendance. Parents identified by the classroom teacher who are not engaging with their child on the Read-and-Respond homework 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 FCIM 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 2017-2018 school year included six kindergarten teachers, one class-size reduction classroom on the kindergarten level, five Pre-K ESE teachers, and eight Head Start instructors. Kindergarten and Pre-K ESE teachers were absent a total of 270 school days. Kindergarten students received 2025 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 available at the school site.

**2. Description**

**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 thus 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
Gaylard, Grace	Teacher, K-12
Pierre, Angie	Guidance Counselor
Evanusa, Victoria	Teacher, ESE
Weeks, Katrina	Teacher, K-12
Groce, Monica	Teacher, PreK
Alvarez, Jesely	Assistant Principal
Herman, Tunisha	Teacher, K-12
Crosby, Paulette	Administrative Support
Rochelle, Mose	SAC Member

**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 the Success for All Reading Program, instructional strategies, and professional development. 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
Tiffany Hart	Education Support Employee
Karl Smith	Business/Community
Stephanie Gainey	Parent
Delvin James	Parent
Travis Garner	Parent
Mose Rochelle	Business/Community
Jesley Alvarez	Education Support Employee

## **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 2018-2019. The team looked at school performance data from SFA assessments, attendance data, promotion rates, parent and community survey data, 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 SAC has met and discussed the school's budget and voted to allocate funds to support the school's goals. The team will continue to 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
Pierre, Angie	Guidance Counselor
Gaylard, Grace	Teacher, K-12
Crosby, Paulette	Attendance/Social Work
Evanusa, Victoria	Teacher, ESE
Alvarez, Jesely	Assistant Principal
Weeks, Katrina	Teacher, K-12

## b. Duties

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

The LLT promotes literacy in 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 and standards-based instruction 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 meets 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 peer classrooms for the 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 activities 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 weekly recap and sneak peek email from the school principal/assistant 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 their 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 help to develop a sense of family and a strong collaborative culture.

Staff members are provided with 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.**

To ensure core instructional materials are aligned to Florida's Standards, DELA implements the research-based Success for All (SFA) comprehensive reading program. Duval is also utilizing McGraw Hill's My Math as well as McGraw Hill's Florida Social Studies and HMH Florida Science as its core curriculum. Each textbook is directly aligned with Florida's Kindergarten standards. Teachers collaborate weekly as a grade level as well as in one-on-one partnerships to focus on a core instructional program (ELA, Math, Science, and Social Studies) to plan standards-based activities and



lessons to supplement and enrich each core instructional program based on the districts pacing guide for standards. Teachers also participate in ability grouping for a portion of the day to target instruction and facilitate intense remediation and enrichment. Students receive instruction in a leveled group in the subjects of ELA and Math based on reading and math levels with partner teachers to ensure students are receiving targeted instruction that is directly aligned to the standards. Teachers also participate in ongoing professional development focused on standards-based planning and student activity development. Mini-assessments are frequently administered to assess student progress on a focus standard. These data are used to determine and support changes in instruction.

## **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. This year, students are also planning to take FLKRS at the beginning, middle, and end of the year as part of a pilot progress monitoring system. From this data, students who are determined to have a need for additional support in pre-reading, reading, and math foundations are identified. Students who may need enrichment are also identified using these data points. Summative assessments are done monthly, assessing quarterly focus standards, in each of the core curriculum areas. From this data, teachers utilize small group instruction to re-teach as well as provide enrichment to students having difficulty meeting standard at a proficient or advanced level of complexity. Teachers meet at mid-quarter to discuss students' progress on each focus standard and discuss grouping strategies to meet the targeted needs of each student. Teachers then implement ability grouping strategies and collaborative teaching strategies to help students to reach their academic goals. Students are then reassessed after a month of targeted instruction. Based on that data, students are then regrouped by their academic levels.

Duval takes a holistic approach to student growth and achievement. Student's social and emotional needs are observed during the first week of school while routines and procedures are being introduced and taught. Students identified by teachers as having a need for additional social-emotional support are referred to the Guidance counselor for follow up. Follow up includes small group social and emotional support for students with behavioral concerns. Follow up also includes developing relationships with students and their families in an effort to identify areas that may need support through additional behavioral 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**

Alvarez, Jesely, masencupja@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 every nine weeks using SFA data and nine-week assessments. The effectiveness of this intervention will be based on adequate progress toward nine-week expectations.

**Strategy:** Summer Program

**Minutes added to school year:** 4,800

Summer enrichment and remediation program to continue learning for students who are in danger of summer slide and retention. Students who are rising kindergarten and have been identified as "at risk" will also attend.

**Strategy Rationale**

Students often need continuous learning opportunities to meet performance targets. Those identified who need additional, targeted support to be ready to transition to the next grade are a priority.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Alvarez, Jesely, masencupja@gm.sbac.edu

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

Summer reading assessment, standardized assessment-1st grade readiness screener.

**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.**

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 smooth transition of classroom routines and procedures, oral language strategies, and getting along together skills. Teachers are paired for bi-monthly activities to further facilitate the social and emotional transition to Kindergarten. The vertical articulation activities let teachers across academic levels establish expectations for students entering kindergarten. Teachers set specific goals from the SFA curriculum to attain and determine objectives that best meet the needs of our student population. School-wide collaboration allows teachers to fully utilize the extent of the program by allowing the pieces to fit together displaying integration of skills beginning with the 3-year-old classrooms.

Pre-K ESE students are often dual enrolled in Head Start where they can experience academics with typically developing peers. This allows teachers to 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 partnerships 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. The Science Outreach Program matches groups of UF undergraduate students with classrooms in Alachua County to perform hands-on labs and demonstrations to help raise curiosity in science at an early age. Additionally, teachers and staff participate in college pride days and discuss the colleges they attended with students to increase exposure, build interest, and foster an aspiration to explore post-secondary options. The school sponsors a career day to increase student awareness through exposure to non-traditional or unfamiliar careers.

**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.**

The guidance counselor organizes various presentations throughout the year for all students to learn about potential career options. It is integrated into the unit themes that are designed within the SFA curriculum. Because students on our campus are generally ages 3-5 only, we focus more on exposing students to potential careers options with a visible appeal. We have career and vehicle day in which speakers such as firemen, EMTs, police officers, and other uniformed professionals come and give insight into their profession.

**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.

## **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.

## **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 May 2019.
  
- 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 2019 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 May 2019. 1a

G100647

**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
- FCIM classroom support
- Social emotional small groups
- BRT push-in intervention activities
- ISD as OSS alternative method

**Plan to Monitor Progress Toward G1.** 8

Referral and suspension data

**Person Responsible**

Angie Pierre

**Schedule**

Quarterly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

Behavioral data will be analyzed to look for a decrease in student removals from the classroom and out of school suspension.



**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 2019 assessment. 1a

G100648

**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 (3-5-year-olds), 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 289 Kindergarten and Head Start days, last school year, were led by substitute teachers; 2025 Kindergarten and Head Start instructional hours.
- Teacher retention. With the majority of our teaching staff being newly hired (less than 5 years experience), they often look to other schools where the stress and challenges of teaching at highly at-risk population appear to be less demanding.
- Poverty / Cultural Awareness - Over 50% of the students at our school have experience trauma. Research shows that trauma can have a significant impact on learning. Teachers may have difficulty working with students who have experienced trauma when they have not received proper training.
- Classroom Environment and Teacher Effectiveness: Professional Development continues to be needed to support a Responsive Classroom model. Education with a focus on the whole child, focus on instruction and not punitive consequences, teaching teachers learn to build a sense of community and shared purpose within the classroom, focusing on the use of effective language that promotes academic and social growth, ensuring students are provided with meaningful choices where each day begins in a way that sets a positive tone for learning, establish high expectations and teaching students how to meet them and consistently implementing routines and procedures to promote autonomy and independence in appropriate decision making are all areas that remain a focus.
- Limited or inconsistent parent engagement.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Attendance protocol with monitoring and intervention plan
- Parent intervention Team
- Mentor Coach (District)
- 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 8/13/2018 to 5/31/2019

***Evidence of Completion***

Student data reports from SFA and FLKRS

## 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 May 2019. **1**

 G100647

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

 B271559

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

 S287445

### 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

Jesely Alvarez

#### Schedule

On 5/31/2019

#### 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**

Angie Pierre

**Schedule**

Biweekly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

Teacher consultation with BRT to review student progress monthly on 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 8/20/2018 to 5/31/2019

**Evidence of Completion**

Student achieve 80% success on weekly GAT skills

**G1.B1.S2** Provide targeted small group instruction through various means including ability grouping and in-class intervention. 4

 S287446

### **Strategy Rationale**

Students who demonstrate the need for additional social/emotional support will be selected to participate in small groups to target the area of need.

### **Action Step 1** 5

Students in need additional social/emotional learning will receive support through small groups.

#### **Person Responsible**

Victoria Evanusa

#### **Schedule**

Weekly, from 8/20/2018 to 5/31/2019

#### **Evidence of Completion**

Students participating in the groups will have a decreased amount of behavioral incidents resulting in classroom removals.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Weekly group log and lesson plans

#### **Person Responsible**

Jesely Alvarez

#### **Schedule**

Weekly, from 8/20/2018 to 5/31/2019

#### **Evidence of Completion**

Lesson plans will to monitored to ensure that the lessons are addressing students' needs.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Behavioral Data

**Person Responsible**

Angie Pierre

**Schedule**

Monthly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

Number of incidents requiring classroom removal will be compared to number of incidents requiring BRT to push into classrooms.

**G1.B1.S3 Push-in Behavior Support 4**

 S287447

**Strategy Rationale**

Add push-in support to redirect behaviors.

**Action Step 1 5**

BRT/ support staff will push in to classroom to de-escalate behaviors and to reteach expected behavior.

**Person Responsible**

Angie Pierre

**Schedule**

Daily, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

BRT discipline log will be used to monitor the amount of push in support and student removals.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

BRT/ Support staff will push in to classroom to de-escalate behaviors and to reteach expected behavior.

**Person Responsible**

Angie Pierre

**Schedule**

Monthly, from 8/20/2018 to 5/31/2019

***Evidence of Completion***

BRT discipline log will show higher amount of push in support than student removals.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Discipline data will be analyzed

**Person Responsible**

Angie Pierre

**Schedule**

Monthly, from 8/20/2018 to 5/31/2019

***Evidence of Completion***

Discipline data will be monitored to track the amount of behavioral incidents resulting in a referral or offense.



**G1.B1.S4 PBIS Coins Incentive Program** 4

S287448

**Strategy Rationale**

Use the PBIS Coins Incentive Program and school store incentives for positive behavior with tangible rewards at the end of the month.

**Action Step 1** 5

PBIS coins will be used as an incentive to demonstrate school expectations

**Person Responsible**

Debbie Nichols

**Schedule**

Daily, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

All staff will receive coins to distribute to students who exhibit positive behaviors.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Students will be able to use earned coins at the school store.

**Person Responsible**

Debbie Nichols

**Schedule**

Monthly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

The PBIS team will utilize survey results and volume of coins used by students to determine whether coins are being distributed.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Students will demonstrate improvement in following school rules and expectations.

**Person Responsible**

Debbie Nichols

**Schedule**

Monthly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

Discipline data will be used to determine whether students are following school rules and expectations.

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

 B271560

**G1.B2.S1** Provide PD on "Positive Discipline: Creating A Trauma Sensitive Environment for the Success of All Students". PD will consist of a book study and a parent workshop. 4

 S287449

**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 8/13/2018 to 5/31/2019

**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 8/13/2018 to 5/31/2019

**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**

Jesely Alvarez

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Teacher snapshot and formal observation

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

 B271561

**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**

 S287450

**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**

Jesely Alvarez

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**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 5/31/2019

**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 8/13/2018 to 5/31/2019

**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

 B271562

**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

 S287451

**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**

Jesely Alvarez

**Schedule**

Semiannually, from 8/13/2018 to 9/14/2018

**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 8/13/2018 to 5/31/2019

**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**

Jesely Alvarez

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**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 2019 assessment. 1

G100648

**G2.B1** Student attendance. With no compulsory attendance regulations for our students (3-5-year-olds), 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

B271563

**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

S287452

### 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/Quarterly Incentives - celebrate parents for making attendance a priority

#### Person Responsible

Jesely Alvarez

#### Schedule

Quarterly, from 8/20/2018 to 5/31/2019

#### 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 via the database clerk. Parents and students with perfect attendance will be celebrated quarterly.

**Person Responsible**

Jesely Alvarez

**Schedule**

On 5/31/2019

**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 5/31/2019

**Evidence of Completion**

Attendance data and EPT documentation



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

Attendance Records

**Person Responsible**

Jesely Alvarez

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**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**

Jesely Alvarez

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**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 289 Kindergarten and Head Start days, last school year, were led by substitute teachers; 2025 Kindergarten and Head Start instructional hours. **2**

 B271564

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

 S287453

### **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**

Jesely Alvarez

#### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

#### **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**

Jesely Alvarez

#### **Schedule**

On 5/31/2019

#### **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**

Jesely Alvarez

**Schedule**

On 5/31/2019

**Evidence of Completion**

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

**G2.B3** Teacher retention. With the majority of our teaching staff being newly hired (less than 5 years experience), they often look to other schools where the stress and challenges of teaching at highly at-risk population appear to be less demanding. 2

 B271565

**G2.B3.S1** Provide mentoring and coaching through a buddy-teacher system and provide PD on cultural competency, addressing poverty in the classroom, classroom management, and engaging students at high levels through targeted instructional strategies. 4

 S287454

**Strategy Rationale**

Training and support that address teacher confidence, skillset, and awareness of strategies designed to engage all students at high levels help to increase teacher efficacy. This is essential in helping teachers feel empowered to address the varying needs of their students.

**Action Step 1 5**

Teachers will provide peer support via a buddy-teacher system and participate in PD on cultural competency to increase teacher retention.

**Person Responsible**

Tunisha Herman

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Monitoring will be done by reviewing attendance at professional development, teaming of buddy-teachers, and informal surveys of PD.

**Person Responsible**

Tunisha Herman

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Attendance rosters, buddy-teacher lists, informal surveys of PD.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Plan/lead professional development in cultural competency for staff using surveys to measure PD impact on staff attitudes and beliefs. Also use surveys for anonymous teacher feedback on how buddy-teacher system has supported team.

**Person Responsible**

Tunisha Herman

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

PD and buddy-teacher survey results. Number of teachers retained at the end of the year for the upcoming school year.

**G2.B3.S2** Utilize professional development and new teacher mentors to build the skill set of new teachers. Utilize culture committee to build a positive staff climate. 4

 S287455

### **Strategy Rationale**

By using professional development to strengthen teacher practice and having the support of our culture committee we will increase the retention of teachers because they will attain higher overall job satisfaction.

### **Action Step 1** 5

Use professional development, mentors, teacher buddies, and culture committee to increase teacher skill and overall job satisfaction resulting in greater retention.

#### **Person Responsible**

Tunisha Herman

#### **Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

#### **Evidence of Completion**

Professional development attendance and direct application of learning, mentoring of new teachers, culture committee events, number of teachers retained at the end of the year for the upcoming school year.

**G2.B4** Poverty / Cultural Awareness - Over 50% of the students at our school have experience trauma. Research shows that trauma can have a significant impact on learning. Teachers may have difficulty working with students who have experienced trauma when they have not received proper training. 2

B271566

**G2.B4.S1** Professional development for teachers and staff focusing on brain development and improving teaching strategies relating to the effects of poverty and living in high stress environments. 4

S287456

### Strategy Rationale

By increasing multicultural competencies that relate to teaching, teachers are able to consider the impact that trauma may have on students and provide instruction to students in ways that best facilitate learning.

### Action Step 1 5

Teachers will participate in professional development that focuses on working with students who have experienced trauma.

#### Person Responsible

Tunisha Herman

#### Schedule

Quarterly, from 8/20/2018 to 5/31/2019

#### Evidence of Completion

Mandatory Professional Development will be scheduled throughout the school year for instructional staff to attend.

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The professional development will be mandatory for all instructional staff.

#### Person Responsible

Tunisha Herman

#### Schedule

Quarterly, from 8/20/2018 to 5/31/2019

#### Evidence of Completion

Sign in sheets will be used to ensure that all instructional staff have attended the professional development.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

The professional development will be mandatory for all instructional staff.

**Person Responsible**

Tunisha Herman

**Schedule**

Quarterly, from 8/20/2018 to 5/31/2019

***Evidence of Completion***

Sign in sheets will be used to ensure that all instructional staff have attended the professional development.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Teachers will use the information that they learn during professional development to drive instruction.

**Person Responsible**

Catherine Barnes


**Schedule**

Quarterly, from 8/20/2018 to 5/31/2019

***Evidence of Completion***

Lesson plans and classroom observations will be used to determine whether the information learned in professional development is applied to the classroom.

**G2.B5** Classroom Environment and Teacher Effectiveness: Professional Development continues to be needed to support a Responsive Classroom model. Education with a focus on the whole child, focus on instruction and not punitive consequences, teaching teachers learn to build a sense of community and shared purpose within the classroom, focusing on the use of effective language that promotes academic and social growth, ensuring students are provided with meaningful choices where each day begins in a way that sets a positive tone for learning, establish high expectations and teaching students how to meet them and consistently implementing routines and procedures to promote autonomy and independence in appropriate decision making are all areas that remain a focus. **2**

 B271567

**G2.B5.S1** Provide ongoing whole-group and targeted PD based on identified areas of concern. Areas of focus are based on data gathered through observations, conversations, and other formal and informal data. **4**

 S287457

### Strategy Rationale

Teachers who participate in PD and implement strategies learned with fidelity tend to see a greater return on their investment in the classroom.

### Action Step 1 **5**

Provide ongoing professional development based on individual and whole group need.

#### Person Responsible

Tunisha Herman

#### Schedule

Monthly, from 8/20/2018 to 5/31/2019

#### Evidence of Completion

Sign in sheets, skill implementation noted during classroom observations, formal and informal data collected on student impact/performance.

### Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Classroom observations and teacher surveys will provide support for the implementation of strategies.

#### Person Responsible

Jesely Alvarez

#### Schedule

Quarterly, from 9/3/2018 to 5/31/2019

#### Evidence of Completion

Teacher classroom observations, teacher surveys, student and teacher data support.



**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Teacher and student performance data will be used to monitor the effectiveness of the strategy outlined.

**Person Responsible**

Catherine Barnes

**Schedule**

Quarterly, from 9/3/2018 to 5/31/2019

**Evidence of Completion**

SFA data, common assessments, student discipline reports, and teacher surveys

**G2.B6 Limited or inconsistent parent engagement.** 2

 B271568

**G2.B6.S1** Increase ways for parents to become engaged and connected to the school by offering opportunities at various hours, varying ways, and on different levels. 4

 S287458

**Strategy Rationale**

Parent engagement is critical to student success. When parents feel welcome, valued, and connected to the staff they tend to value the school and the education it provides to their child. This value makes student learning a priority and increases the partnership between the school and the family.

**Action Step 1** 5

Create a welcoming environment that offers multiple ways for parent to connect to the school.

**Person Responsible**

Grace Gaylard

**Schedule**

Monthly, from 9/3/2018 to 5/31/2019

**Evidence of Completion**

Increased parental engagement numbers from previous years and more volunteer hours logged.

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

Track parental involvement numbers and participation in non-traditional opportunities to engage in student learning.

**Person Responsible**

Grace Gaylard

**Schedule**

Quarterly, from 9/3/2018 to 5/31/2019

***Evidence of Completion***

Parent involvement logs, volunteer logs, sign-in sheets.

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Review quarterly the changes in student behavior, academic performance, and parent attitude about the school.

**Person Responsible**

Angie Pierre

**Schedule**

Quarterly, from 9/3/2018 to 5/31/2019

***Evidence of Completion***

Parent surveys, logs, and teacher/student feedback.

## 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 May 2019.

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

**G1.B2.S1** Provide PD on "Positive Discipline: Creating A Trauma Sensitive Environment for the Success of All Students". PD will consist of a book study and a parent workshop.

### PD Opportunity 1

Professional Development

#### Facilitator

T.Herman, J.Alvarez, District PD staff

#### Participants

Duval ELA teachers and staff

#### Schedule

Monthly, from 8/13/2018 to 5/31/2019

**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

Leadership Team

#### Participants

Headstart, Pre-K, Kindergarten parents and teachers

#### Schedule

Quarterly, from 8/13/2018 to 5/31/2019

**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 8/13/2018 to 9/14/2018

**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 2019 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 289 Kindergarten and Head Start days, last school year, were led by substitute teachers; 2025 Kindergarten and 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**

Jesely Alvarez, Catherine Barnes, District PD Facilitators, SFA Site Facilitators

**Participants**

Kindergarten, Headstart and Pre-K ESE teachers

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**G2.B3** Teacher retention. With the majority of our teaching staff being newly hired (less than 5 years experience), they often look to other schools where the stress and challenges of teaching at highly at-risk population appear to be less demanding.

**G2.B3.S1** Provide mentoring and coaching through a buddy-teacher system and provide PD on cultural competency, addressing poverty in the classroom, classroom management, and engaging students at high levels through targeted instructional strategies.

### **PD Opportunity 1**

Teachers will provide peer support via a buddy-teacher system and participate in PD on cultural competency to increase teacher retention.

#### **Facilitator**

Herman, T.

#### **Participants**

K and Pre-K Teachers

#### **Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**G2.B3.S2** Utilize professional development and new teacher mentors to build the skill set of new teachers. Utilize culture committee to build a positive staff climate.

### **PD Opportunity 1**

Use professional development, mentors, teacher buddies, and culture committee to increase teacher skill and overall job satisfaction resulting in greater retention.

#### **Facilitator**

Vicki Pellicano, SFA

#### **Participants**

Kindergarten teachers

#### **Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**G2.B5** Classroom Environment and Teacher Effectiveness: Professional Development continues to be needed to support a Responsive Classroom model. Education with a focus on the whole child, focus on instruction and not punitive consequences, teaching teachers learn to build a sense of community and shared purpose within the classroom, focusing on the use of effective language that promotes academic and social growth, ensuring students are provided with meaningful choices where each day begins in a way that sets a positive tone for learning, establish high expectations and teaching students how to meet them and consistently implementing routines and procedures to promote autonomy and independence in appropriate decision making are all areas that remain a focus.

**G2.B5.S1** Provide ongoing whole-group and targeted PD based on identified areas of concern. Areas of focus are based on data gathered through observations, conversations, and other formal and informal data.

### **PD Opportunity 1**

Provide ongoing professional development based on individual and whole group need.

#### **Facilitator**

Administrative team, FCIM, Paige Mace

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 8/20/2018 to 5/31/2019

## 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	<b>Provide professional development to include an SFA refresher for staff on the Getting Along Together curriculum.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0022 - Early Learning Academy At Duval	Title, I Part A		\$2,000.00
2	G1.B1.S2.A1	<b>Students in need additional social/emotional learning will receive support through small groups.</b>				<b>\$0.00</b>
3	G1.B1.S3.A1	<b>BRT/ support staff will push in to classroom to de-escalate behaviors and to reteach expected behavior.</b>				<b>\$0.00</b>
4	G1.B1.S4.A1	<b>PBIS coins will be used as an incentive to demonstrate school expectations</b>				<b>\$0.00</b>
5	G1.B2.S1.A1	<b>Professional Development</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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>			
6	G1.B3.S1.A1	<b>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.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0022 - Early Learning Academy At Duval	Title, I Part A		\$1,000.00
7	G1.B4.S1.A1	<b>Complete the SFA refresher for returning teachers and provide new teacher training for those new to SFA.</b>				<b>\$0.00</b>
8	G2.B1.S1.A1	<b>Breakfast Club/Quarterly Incentives - celebrate parents for making attendance a priority</b>				<b>\$205.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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>			
9	G2.B1.S1.A2	<b>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 of</b>				<b>\$0.00</b>

Alachua - 0022 - Early Learning Academy At Duval - 2018-19 SIP  
Early Learning Academy At Duval

		more absences, parents will be contacted by school letter formally documenting an attendance concern via the database clerk. Parents and students with perfect attendance will be celebrated quarterly.				
10	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
11	G2.B2.S1.A1	Provide appropriate, differentiated Professional Development to ensure teacher efficacy.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		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>			
12	G2.B3.S1.A1	Teachers will provide peer support via a buddy-teacher system and participate in PD on cultural competency to increase teacher retention.				\$0.00
13	G2.B3.S2.A1	Use professional development, mentors, teacher buddies, and culture committee to increase teacher skill and overall job satisfaction resulting in greater retention.				\$0.00
14	G2.B4.S1.A1	Teachers will participate in professional development that focuses on working with students who have experienced trauma.				\$0.00
15	G2.B5.S1.A1	Provide ongoing professional development based on individual and whole group need.				\$0.00
16	G2.B6.S1.A1	Create a welcoming environment that offers multiple ways for parent to connect to the school.				\$0.00
					<b>Total:</b>	<b>\$14,205.00</b>



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2019</b>					
G1.B4.S1.A1 A389946	Complete the SFA refresher for returning teachers and provide new teacher training for those new to...	Alvarez, Jesely	8/13/2018	PD Materials, SFA facilitator notes, PD Calendar	9/14/2018 semiannually
G1.MA1 M426062	Referral and suspension data	Pierre, Angie	8/20/2018	Behavioral data will be analyzed to look for a decrease in student removals from the classroom and out of school suspension.	5/31/2019 quarterly
G2.MA1 M426076	Student achievement data (SFA and nine week standard based assessments) will be monitored	Herman, Tunisha	8/13/2018	Student data reports from SFA and FLKRS	5/31/2019 weekly
G1.B1.S1.MA1 M426048	SFA weekly records (formative assessment)	Pierre, Angie	8/20/2018	Student achieve 80% success on weekly GAT skills	5/31/2019 biweekly
G1.B1.S1.MA1 M426049	SFA weekly records (formative assessment)	Pierre, Angie	8/20/2018	Teacher consultation with BRT to review student progress monthly on GAT skills. BRT will keep a log of targeted behavior and skill interventions.	5/31/2019 biweekly
G1.B1.S1.A1 A389940	Provide professional development to include an SFA refresher for staff on the Getting Along...	Alvarez, Jesely	8/6/2018	SFA weekly record data sheet, PD agendas, meeting notes/minutes, PD materials.	5/31/2019 one-time
G1.B2.S1.MA1 M426056	Instructional practice and observation; student achievement data	Alvarez, Jesely	8/13/2018	Teacher snapshot and formal observation	5/31/2019 weekly
G1.B2.S1.MA1 M426057	PD agendas and planning out line submitted to administration	Barnes, Catherine	8/13/2018	Alignment with school and staff needs assessment results for PD planning	5/31/2019 monthly
G1.B2.S1.A1 A389944	Professional Development	Herman, Tunisha	8/13/2018	PD agenda, participant exit ticket, and participant follow up activity	5/31/2019 monthly
G1.B3.S1.MA1 M426058	Parent training participation record; Student Read & Respond Records	Gaylard, Grace	8/13/2018	Parent attendance will be collected and monitored for increasing participation. Student Read & Respond records will be tracked for nightly home engagement.	5/31/2019 quarterly
G1.B3.S1.MA1 M426059	Parent training agenda submitted to administration for review	Barnes, Catherine	8/13/2018	Training agenda, parent sign in for participation, and parent input survey following the training.	5/31/2019 one-time
G1.B3.S1.A1 A389945	Provide parent training through Title I to expose parents to the kindergarten standards and...	Alvarez, Jesely	8/13/2018	Advertisements, newsletters and presentation materials.	5/31/2019 quarterly
G1.B4.S1.MA1 M426060	SFA student assessment and data reports	Alvarez, Jesely	8/13/2018	SFA data reports, Guidance referrals, discipline data reports	5/31/2019 monthly
G1.B4.S1.MA1 M426061	Classroom walkthroughs, Teacher feedback, and monitoring of student behavioral reports	Barnes, Catherine	8/13/2018	Walkthrough forms, student behavioral reports, guidance counselor referrals, school-wide discipline reports.	5/31/2019 monthly
G2.B1.S1.MA1 M426063	Attendance and academic achievement data	Alvarez, Jesely	8/13/2018	Improved attendance (increased participation in classroom instructional time); Demonstrated academic growth and achievement of nine week SFA goals and grade level standards.	5/31/2019 monthly
G2.B1.S1.MA1 M426064	Attendance Records	Alvarez, Jesely	8/13/2018	5 day letters sent home in a timely manner, documentation of direct parent communication from teacher, and EPT conferences scheduled as need	5/31/2019 quarterly
G2.B1.S1.A1 A389947	Breakfast Club/Quarterly Incentives - celebrate parents for making attendance a priority	Alvarez, Jesely	8/20/2018	Attendance Reports	5/31/2019 quarterly

**Alachua - 0022 - Early Learning Academy At Duval - 2018-19 SIP**  
*Early Learning Academy At Duval*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2 A389948	Attendance monitoring - . Teachers will contact parents directly when students are tardy or absent...	Alvarez, Jesely	8/20/2018	5 day attendance letter	5/31/2019 one-time
G2.B1.S1.A3 A389949	EPT : A conferences will be scheduled as needed to identify strategies of support for families....	Pierre, Angie	8/13/2018	Attendance data and EPT documentation	5/31/2019 one-time
G2.B2.S1.MA1 M426065	Monitor student progress on classroom and SFA assessments and provide support to help teachers...	Alvarez, Jesely	8/13/2018	Documentation of students' success on assessments, SFA reports, anecdotal data collected by teachers	5/31/2019 one-time
G2.B2.S1.MA1 M426066	Walk through to observe implementation	Alvarez, Jesely	8/13/2018	Documentation of walkthrough	5/31/2019 one-time
G2.B2.S1.A1 A389950	Provide appropriate, differentiated Professional Development to ensure teacher efficacy.	Alvarez, Jesely	8/13/2018	PD agendas and/or materials	5/31/2019 monthly
G2.B3.S1.MA1 M426067	Plan/lead professional development in cultural competency for staff using surveys to measure PD...	Herman, Tunisha	8/13/2018	PD and buddy-teacher survey results. Number of teachers retained at the end of the year for the upcoming school year.	5/31/2019 quarterly
G2.B3.S1.MA1 M426068	Monitoring will be done by reviewing attendance at professional development, teaming of...	Herman, Tunisha	8/13/2018	Attendance rosters, buddy-teacher lists, informal surveys of PD.	5/31/2019 quarterly
G2.B3.S1.A1 A389951	Teachers will provide peer support via a buddy-teacher system and participate in PD on cultural...	Herman, Tunisha	8/13/2018		5/31/2019 quarterly
G2.B4.S1.MA1 M426069	Teachers will use the information that they learn during professional development to drive...	Barnes, Catherine	8/20/2018	Lesson plans and classroom observations will be used to determine whether the information learned in professional development is applied to the classroom.	5/31/2019 quarterly
G2.B4.S1.MA1 M426070	The professional development will be mandatory for all instructional staff.	Herman, Tunisha	8/20/2018	Sign in sheets will be used to ensure that all instructional staff have attended the professional development.	5/31/2019 quarterly
G2.B4.S1.MA1 M426071	The professional development will be mandatory for all instructional staff.	Herman, Tunisha	8/20/2018	Sign in sheets will be used to ensure that all instructional staff have attended the professional development.	5/31/2019 quarterly
G2.B4.S1.A1 A389953	Teachers will participate in professional development that focuses on working with students who...	Herman, Tunisha	8/20/2018	Mandatory Professional Development will be scheduled throughout the school year for instructional staff to attend.	5/31/2019 quarterly
G2.B5.S1.MA1 M426072	Teacher and student performance data will be used to monitor the effectiveness of the strategy...	Barnes, Catherine	9/3/2018	SFA data, common assessments, student discipline reports, and teacher surveys	5/31/2019 quarterly
G2.B5.S1.MA1 M426073	Classroom observations and teacher surveys will provide support for the implementation of...	Alvarez, Jesely	9/3/2018	Teacher classroom observations, teacher surveys, student and teacher data support.	5/31/2019 quarterly
G2.B5.S1.A1 A389954	Provide ongoing professional development based on individual and whole group need.	Herman, Tunisha	8/20/2018	Sign in sheets, skill implementation noted during classroom observations, formal and informal data collected on student impact/performance.	5/31/2019 monthly
G2.B6.S1.MA1 M426074	Review quarterly the changes in student behavior, academic performance, and parent attitude about...	Pierre, Angie	9/3/2018	Parent surveys, logs, and teacher/ student feedback.	5/31/2019 quarterly
G2.B6.S1.MA1 M426075	Track parental involvement numbers and participation in non-traditional opportunities to engage in...	Gaylard, Grace	9/3/2018	Parent involvement logs, volunteer logs, sign-in sheets.	5/31/2019 quarterly
G2.B6.S1.A1 A389955	Create a welcoming environment that offers multiple ways for parent to connect to the school.	Gaylard, Grace	9/3/2018	Increased parental engagement numbers from previous years and more volunteer hours logged.	5/31/2019 monthly
G1.B1.S2.MA1 M426050	Behavioral Data	Pierre, Angie	8/20/2018	Number of incidents requiring classroom removal will be compared to	5/31/2019 monthly

**Alachua - 0022 - Early Learning Academy At Duval - 2018-19 SIP**  
*Early Learning Academy At Duval*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				number of incidents requiring BRT to push into classrooms.	
G1.B1.S2.MA1 M426051	Weekly group log and lesson plans	Alvarez, Jesely	8/20/2018	Lesson plans will be monitored to ensure that the lessons are addressing students' needs.	5/31/2019 weekly
G1.B1.S2.A1 A389941	Students in need additional social/emotional learning will receive support through small groups.	Evanusa, Victoria	8/20/2018	Students participating in the groups will have a decreased amount of behavioral incidents resulting in classroom removals.	5/31/2019 weekly
G2.B3.S2.A1 A389952	Use professional development, mentors, teacher buddies, and culture committee to increase teacher...	Herman, Tunisha	8/13/2018	Professional development attendance and direct application of learning, mentoring of new teachers, culture committee events, number of teachers retained at the end of the year for the upcoming school year.	5/31/2019 quarterly
G1.B1.S3.MA1 M426052	Discipline data will be analyzed	Pierre, Angie	8/20/2018	Discipline data will be monitored to track the amount of behavioral incidents resulting in a referral or offense.	5/31/2019 monthly
G1.B1.S3.MA1 M426053	BRT/ Support staff will push in to classroom to de-escalate behaviors and to reteach expected...	Pierre, Angie	8/20/2018	BRT discipline log will show higher amount of push in support than student removals.	5/31/2019 monthly
G1.B1.S3.A1 A389942	BRT/ support staff will push in to classroom to de-escalate behaviors and to reteach expected...	Pierre, Angie	8/20/2018	BRT discipline log will be used to monitor the amount of push in support and student removals.	5/31/2019 daily
G1.B1.S4.MA1 M426054	Students will demonstrate improvement in following school rules and expectations.	Nichols, Debbie	8/20/2018	Discipline data will be used to determine whether students are following school rules and expectations.	5/31/2019 monthly
G1.B1.S4.MA1 M426055	Students will be able to use earned coins at the school store.	Nichols, Debbie	8/20/2018	The PBIS team will utilize survey results and volume of coins used by students to determine whether coins are being distributed.	5/31/2019 monthly
G1.B1.S4.A1 A389943	PBIS coins will be used as an incentive to demonstrate school expectations	Nichols, Debbie	8/20/2018	All staff will receive coins to distribute to students who exhibit positive behaviors.	5/31/2019 daily