

Alachua County Public Schools

Early Learning Academy At Duval



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	13
Positive Culture & Environment	16
Budget to Support Goals	17

Early Learning Academy At Duval

2106 NE 8TH AVE, Gainesville, FL 32641

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

Demographics

Principal: Christiana Robbins

Start Date for this Principal: 7/1/2019

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission is to work together to build a safe, respectful, and nurturing learning environment focused on maximizing each student's potential, and inspiring all students to excel.

Provide the school's vision statement.

Our Vision is a learning environment where all students are encouraged to have hope, to persevere, and to excel.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Robbins, Christiana	Principal	<p>School Instructional Leader; monitors implementation of school initiatives, academic and social-emotional goals; provides ongoing feedback to teachers, instructional coaches, and school leadership on the current status of implementation steps; provides a common vision for the use of data-based decision-making to attain school goals; provides guidance to modify implementation steps as needed to meet school goals; ensures the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills with school staff, ensures implementation of interventions, reviews documentation; ensures training is conducted as needed; participates in Educational Planning evaluation; participates in grade level CIMS and other grade level meetings; facilitates leadership team meetings; helps develop school-wide behavior plan.</p>
Bourg, Robin	Assistant Principal	<p>Oversees curriculum; facilitates professional development that align to school improvement goals; provides curriculum support and training for teachers; helps develop and implement interventions; provides assessment and data support; participates in Educational Planning Team meetings, as needed; serves as assessment coordinator; assists in providing behavior support and training for teachers; helps develop and implement behavioral interventions in collaboration with the BRT; conducts classroom walk-throughs and teacher evaluations, and provides ongoing feedback to teachers; assists with formation of grade level assessments and oversees data collection of assessment scores.</p> <p>Dean: Oversees school-wide behavior plan; chairs Positive Behavior Support team; implements individual behavior plans; monitors/inputs behavior data into database (RtI:B and district data base); assists teachers with the implementation of classroom behavior plans; oversees transportation (buses and car circle); meets weekly with the leadership team on matters of concern/ decision making.</p>
Nichols, Debbie	Instructional Coach	<p>Provides embedded coaching support to teachers through the coaching cycle; uses progress monitoring data to design and deliver professional development that aligns with attainment of school goals; supports teachers with analyzing student data to create targeted lesson plans; oversees the Title I Intervention teacher and intervention paperwork; maintains the school's data dashboard of student data; serves as the Title I lead teacher; maintains accurate data records for student in the MTSS/RtI process; meets with the leadership team monthly to review MTSS/RtI progress; meets with grade level teams and/or individual teachers regularly to discuss student progress; provides data analysis support. Additionally, as the Instructional Coach, the goal is to work with teachers and assist them in planning for and teaching the standards, as well as assisting teachers in developing standards-based assessments.</p>
James-Woodley, Shalante	Guidance Counselor	<p>Provides training and support in the MTSS/RtI process annually and as needed; works with teachers through the problem solving cycle; facilitates leadership meetings related to MTSS/RtI; monitors scheduling of Educational</p>

Name	Title	Job Duties and Responsibilities
Planning Team meetings; facilitates Educational Planning Team meetings; teaches students through classroom guidance lessons; is responsible for scheduling of ESE meetings and 504 meetings; provides classroom guidance lessons; works with the Principal and/or Assistant Principal on issues of behavior; acts as a parent contact for parents who have academic and/or social concerns related to their child.		

Demographic Information

Principal start date

Monday 7/1/2019, Christiana Robbins

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

19

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-KG
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade

2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	82	0	0	0	0	0	0	0	0	0	0	0	0	0	82
Attendance below 90 percent	9	0	0	0	0	0	0	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	9	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Course failure in Math	8	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 9/15/2020

Prior Year - As Reported

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		
Number of students enrolled	137	0	0	0	0	0	0	0	0	0	0	0	0	0	137
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	117	0	0	0	0	0	0	0	0	0	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)		Total
	K		
	(0)		0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

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

Subgroup Data

Analysis

Data Reflection

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

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

By the end of the 2019-2020 school year, the data component that showed the lowest performance was vocabulary, as indicated in the Istation's Indicators of Progress (ISIP) for Early Reading data. This was an issue for the prior year, as well, with 69% of students scoring a Level 1 and 24% scoring a Level 2.

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

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

By the end of the 2019-2020 school year, 80% of students in the Lowest Quartile for Mathematics did not meet proficiency standards on the District's AIMS assessment. At the beginning of the same year, 51% of students in the Lowest Quartile did not meet proficiency standards.

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

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

Additionally, Mathematics instruction did not meet the rigor levels indicated in the Florida Standards. Teacher will be receiving support in the area of standards-based instruction.

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

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

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

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

Within ELA, the data component that showed the most improvement is Phonemic Awareness. The teachers were provided with several Professional Development and PLC opportunities, as well as data discussions and planning meetings. Further, teacher were provided with a phonemic awareness supplemental instructional tool.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

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

1. Increase learning gains of Lowest Quartile in ELA and Mathematics
2. Increase learning gains of Students with Disabilities in ELA and Mathematics
3. Reduce Out-of-School Suspension

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase Learning Gains of Students in the Lowest Quartile
Focusing on learning gains compels teachers to differentiate instruction to meet the needs of each student. Knowing where students need to be by the end of the school year and know where they begin (baseline data) allows teachers to set realistic goals for each students and work towards those goals in a realistic manner.

Measureable Outcome: By the end of the school year, increase learning gains of the Lowest Quartile in ELA by three percentage points.

Person responsible for monitoring outcome: Christiana Robbins (robbincl@gm.sbac.edu)

Evidence-based Strategy: Students identified as being in the Lowest Quartile will receive targeted interventions in small group.

Rationale for Evidence-based Strategy: Students who have deficits in ELA need supplemental support through academic intervention.

Action Steps to Implement

1. Students are identified as Lowest Quartile by reviewing multiple sources of data (e.g. DIBELS, ISIP, District Quarterly Assessments).
2. Targeted students receive interventions in small groups.
3. Teachers receive training in intervention programs utilized at the school.
4. Title 1 Intervention Teacher and Title 1 Instructional Paraprofessional provide support to students.
5. Adjust interventions throughout the year based on progress-monitoring data.

Person Responsible: Christiana Robbins (robbincl@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increase Learning Gains of Students in the Lowest Quartile
Focusing on learning gains compels teachers to differentiate instruction to meet the needs of each student. Knowing where students need to be by the end of the school year and know where they begin (baseline data) allows teachers to set realistic goals for each student and work towards those goals in a realistic manner.

Measureable Outcome: By the end of the school year, increase learning gains of the Lowest Quartile in Mathematics by three percentage points.

Person responsible for monitoring outcome: Christiana Robbins (robbincl@gm.sbac.edu)

Evidence-based Strategy: Students identified as being in the Lowest Quartile will receive targeted interventions in small group.

Rationale for Evidence-based Strategy: Students who have deficits in Mathematics need supplemental support through academic intervention.

Action Steps to Implement

1. Students are identified as Lowest Quartile by reviewing multiple sources of data (e.g. DIBELS, ISIP, District Quarterly Assessments).
2. Targeted students receive interventions in small groups.
3. Teachers receive training in intervention programs utilized at the school.
4. Title 1 Intervention Teacher and Title 1 Instructional Paraprofessional provide support to students.
5. Adjust interventions throughout the year based on progress-monitoring data.

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Increase Learning Gains of Students with Disabilities
Description and Rationale:	There is an achievement gap between our Students with Disabilities and their peers.
Measureable Outcome:	By the end of the school year, 50% of Students with Disabilities will achieve learning gains in both ELA and Mathematics.
Person responsible for monitoring outcome:	Christiana Robbins (robbincl@gm.sbac.edu)
Evidence-based Strategy:	Students with Disabilities will receive core instruction by the general education teacher and supplemental instruction by the ESE teacher.
Rationale for Evidence-based Strategy:	Students need access to core curriculum instruction and supplemental services to address the academic deficits.

Action Steps to Implement

1. IEP's will be reviewed to determine LRE placement for students.
2. Students will receive instruction and intervention in accordance with their IEP.
3. Leadership Team will conduct monthly discussions regarding the progress of Students with Disabilities.

Person Responsible Christiana Robbins (robbincl@gm.sbac.edu)

#4. Culture & Environment specifically relating to Discipline

Area of Focus	Reduce the Number of Out-of-School Suspensions of African American Students
Description and Rationale:	Students need to be in school/class to receive instruction. Suspension removes students from school/class, and causes them to miss instruction.
Measureable Outcome:	By the end of the school year, the number of out-of-school suspensions will decrease by 15%.
Person responsible for monitoring outcome:	Christiana Robbins (robbincl@gm.sbac.edu)
Evidence-based Strategy:	The school will continue to implement the school-wide behavior plan, which includes implementation of Positive Behavior Intervention Support (PBIS).
Rationale for Evidence-based Strategy:	When PBIS is implemented with fidelity, student behavior improves.

Action Steps to Implement

1. The PBIS committee will meet to review and finalize the PBIS plan for the school year.
2. Faculty and staff reward students with Duval Dollars for their positive behavior. Students will be able to use their dollars in several ways.
3. Leadership Team will monitor and review data to determine effectiveness of program.
4. Faculty and staff will receive training on behavior interventions.

Person Responsible Robin Bourg (bourgrm@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school Leadership Team will address the remaining schoolwide improvement priorities by developing action plans for each nine weeks and identifying the (remaining) areas of concern. We will progress-monitor in the areas of overall achievement/proficiency (ELA and Mathematics), learning gains of all students, and overall achievement/proficiency of Students with Disabilities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Prior to the beginning of school, parents and students are invited to "Meet the Teacher" where teachers and students can initially meet and teachers can gather information about the student and their background. During the first weeks of school, teachers spend time in their classrooms getting to know their students through class building and team building activities to build a positive classroom community. During the third week of school, we host an Open House for parents to come in to visit the school and learn about what their children have been doing to start the year. This school year, "Meet the Teacher" and Open House are offered virtually and in-person.

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

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$162,367.23
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A	1.9	\$132,986.48
<i>Notes: Salaries for Instructional Intervention Coach; a .90 Intervention Teacher</i>						
	6400	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$1,061.00
<i>Notes: Vocabulary Development PLC/Professional Development</i>						
			0022 - Early Learning Academy At Duval	Title, I Part A		\$1,195.00
<i>Notes: Developing Reading Fluency using Great Leaps Program</i>						
	5100	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$4,198.00
<i>Notes: Extended Day Intervention</i>						
	5100	150-Aides	0022 - Early Learning Academy At Duval	Title, I Part A	0.56	\$22,000.00
<i>Notes: Salary for one 4.5-hour paraprofessional</i>						
	6300		0022 - Early Learning Academy At Duval	Title, I Part A		\$926.75
<i>Notes: Data Meetings PLC</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$1,000.00
<i>Notes: Culturally-Responsive Teaching Professional Development</i>						
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0022 - Early Learning Academy At Duval	Title, I Part A		\$0.00
<i>Notes: Vocabulary Development PLC/PD</i>						
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$932.77
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400		0022 - Early Learning Academy At Duval	Title, I Part A		\$194.74
<i>Notes: Character Traits SD</i>						
	6300	120-Classroom Teachers	0022 - Early Learning Academy At Duval	Title, I Part A		\$738.03
<i>Notes: Effective Classroom Management Collaborative Planning Day/Days PLC</i>						
Total:						\$164,300.00