

The School District of Desoto

# Early Education Center



2016-17 School Improvement Plan

## Early Education Center

318 N WILSON AVE, Arcadia, FL 34266

<http://ecc.desotoschools.com>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK	No	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

### School Grades History

Year  
Grade

### School Board Approval

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

### 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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

### 2016-17 DA Category and Statuses for Early Education Center

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Jim Browder</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

Our mission is to prepare children to love learning and encourage families to be involved in the education of students.

##### b. Provide the school's vision statement

Our vision is to be leaders in providing the best care and learning experience for all of our students and the families we serve.

#### 2. School Environment

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

Education is a partnership that involves the students, their families, teachers, administrators, school committee and the community. The Early Learning Program strives to build positive, significant relationships with all stakeholders. We have an open door policy where students and their families are always welcome on our campus anytime while the center is open for business. We encourage our families to volunteer in the classrooms and during center functions. The school home relationship is built and sustained through interactive activities between the center and home. Parental involvement in education is one of the most significant factors that contribute to a child's success in school.

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

Our priority is to provide a safe and nurturing environment for all students. We do this through the enforcement of safety measures when visitors come to our center. Emergency evacuation drills are held regularly. Emergency exit plans are posted in every classroom. The daily record of children's arrivals and departures is used as an attendance check during safety drills. This attendance record also ensures that students are arriving and leaving safely with the appropriate adult. We have a nurse on duty and all classroom staff are trained in First Aid and CPR. We believe uplifting students and cheering them on in their achievements and accomplishments is essential. In doing so students are treated with respect and dignity by teachers administrators and staff. Students are given choices when it is appropriate and safe to do so. We feel this is necessary to give students a sense of control of themselves and their environment. This also sets them up to become independent thinkers and leaders.

##### 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

The Early Learning Program has a philosophy of positive guidance, incorporating creative teaching and involvement to help children develop self-discipline and inner control over their actions. It is based on mutual respect and an understanding of children's needs and development. Positive guidance uses redirection, verbalization of misunderstandings, consistency, and acceptance of

feelings, firmness, and fairness. Children are encouraged to express their feelings verbally as well as to discuss and resolve conflicts rather than 'act out' their feelings. In certain situations, a brief 'quiet time' may be used to allow a child to calm down and recover self-control before resuming group activities. This time is limited to no more than one minute per year of the child's age.

**Aggressive Behavior:**

All children need to be able to participate in planned activities and be able to follow simple directions. As with all aggressive behaviors parents are notified with each incident. Aggressive and hurtful behavior includes, but is not limited to: biting, hitting, kicking, pushing, and pinching. Such behavior is not appropriate. We will use every appropriate method to help children control their own behavior.

**Discipline Progression:**

Step One: Teacher/Director Coaching the child and contact with the parent.

Step Two: Director, Teacher, Parent Conference make suggestions.

Step Three: Second Conference at which time a referral to our Behavior Specialist will be made.

Any or all of the steps may be skipped or omitted as deemed appropriate, based on the extent of the aggressive behavior and circumstances.

**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**

Our students' social-emotional needs are met through a variety of services. All Early Learning staff are required to report any suspected abuse or neglect to the proper authorities. We utilize district provided social workers and counselors and maintain a mentoring relationship with honor students from the local middle school.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. Description**

Our Early Learning Program depends on parental involvement. Ninety-five percent of parents of students enrolled at DECC will be involved in their child's education by volunteering at least 10 hours during the school year. Parents are encouraged to be an active part of our program by attending parent workshops, parent nights and quarterly celebration activities. We also participate in community events throughout the year.

**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**

The Early Learning Program is in partnership with the Desoto Educational Foundation and the Desoto Literacy Council. These partnerships provide resources to help teachers acquire books to support instruction in the classroom and the purchase of playground equipment.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Clemons, Phyllis	Principal

#### b. Duties

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

The principal is responsible for ensuring that program requirements are met and students are provided the best educational experience possible. The curriculum, Scholastic Big Day, is used to support instruction of the standards and provide character development activities. The principal participates in professional development activities and conferences to ensure that she is current with the most beneficial educational best practices available. Decisions are made by requesting input from staff and consulting current policies and procedures. The principal also actively seeks out professional development activities for staff and ensures that all staff are current with the mandatory 10 hours of annual in-service.

##### **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 used to meet the needs of all students and ensure desired student outcomes includes, but is not limited to acquiring the most qualified staff, identifying and prioritizing program needs, making request to district for funds and resources. Supplemental sources of funds are acquired through participation with the Early Learning Coalition, and self-pay families. The leadership team meets bi-weekly to discuss and plan center activities, instructional strategies and make decisions regarding improvements plans for the betterment of the Early Learning Program. Inventory of resources such as curriculum materials and center activities are maintained with the classroom teacher. Our method of applying resources for the highest impact involves discerning the instructional needs first, then supplementing those materials with supporting material such as technology and the arts.

The principal is responsible for acquiring funds to purchase resources and materials while the principal and members of the leadership team are responsible for decisions regarding teaching methods and lesson planning and center activities.

### 2. School Advisory Council (SAC)

#### a. Membership

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



Name	Stakeholder Group
Phyllis Clemons	Principal
Renee Tanner	Teacher
Mary Pete Martin	Teacher
Jessick Namik	Parent
Nitia Clemons	Parent
Natalyn Flemming	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**

*a. Evaluation of last year's school improvement plan*

School Advisory Council (SAC) is a school-related organization established by the state to provide support and information to the school staff and administration. The function of SAC is primarily to look at the academics and directions of the school and to provide the parent support and involvement necessary to accomplish the desired goals of the school.

*b. Development of this school improvement plan*

The SAC provides input into SIP and approves for submission.

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

The principal is responsible for the development and maintenance of the annual budget.

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

All funds allocated to SAC will be used to purchase classroom supplies to be used by children.

**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*

The Early Learning Program is in the process of recruiting parents and members of the community to participate on the SAC committee. Invitation letters will be sent out to invite parents to join and participate.

**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
Clemons, Phyllis	Principal

**b. Duties**

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

The leadership team promotes literacy through literacy rich activities using manipulatives such as Legos to practice syllables, music and games to learn letters, sounds, phonics, phonemic/ phonological awareness and storytelling.

Other members of the leadership team: Renee Tanner, Sharon McKenzie, Mary Pete Martin, Amanda Byrd, Lori Adcock, Natalyn Flemming, and Angelica Cardenas.

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

We recognize the value in teachers collaborating when planning instruction as well as the need to have feedback from peers. To meet that need all teachers have a common planning time in which to create lesson plans, discuss teaching strategies and support each other. At the end of the 2015-2016 school year the teachers and administrator collaborated to develop a year long plan that included (built into the calendar) planning time, staff meetings, data meetings, times to celebrate the successes of students (and staff celebrations as well).

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

The school district advertises through the Human Resources Department any open positions available. Administrative staff also attend job fairs to find qualified teacher candidates. All new teachers are required to attend the new teacher orientation and are provided a mentor to help with the transition into the district. New teachers are provided support through this program throughout the first year.

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

As follow-up to the district mentoring program, all new teachers are paired with highly qualified teachers. Mentor teachers are selected based on their time in the classroom and the effectiveness of their instruction. Mentors provide support to new teachers through observations, providing feedback and general day to day activities. They meet with their mentee at least once per week to discuss strategies for classroom management, teaching strategies and student progress.

## 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***

The program we use as the base for instruction with our 3 and 4 year old students is Scholastic Big Day. We use The Creative Curriculum (along with Mighty Minutes for Infants, Toddlers and Twos) for our infants and toddlers. Both of these programs are aligned with Florida's Standards from Birth to 4 years old.

#### 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**

Students are assessed to get a baseline for planning instruction at the start of the school year. A second assessment is done at the midpoint to drive instruction throughout the remainder of the year. Data is used to target areas in need of improvement as well as to provide enrichment to advanced students. Teachers use small groups and centers to deliver instruction to these targeted audiences.

Along with the strategies above, the students' IEP determines goals and benchmarks that are to be targeted throughout the day/year.

**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:** Extended School Day

**Minutes added to school year:** 48,600

Students are on site from 7:00am- 5:00pm Monday through Friday and are provided planned educational activities throughout the daily routine. We use intentional teaching strategies that are embedded in the various daily activities, small groups and circle time.

**Strategy Rationale**

Students in this developmental stage learn through play.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Clemons, Phyllis, phyllis.clemons@desoto.k12.fl.us

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

All children (those to whom it is developmentally appropriate) are assessed using the curriculum based assessment three times per year. The 4 year olds are assessed using the VPK Assessment three times per year as well as the TSG once, at the end of the 2015-2016 school year. This data is used to drive instruction and document students' growth and development throughout the school year.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The staff and the principal, along with the district parent involvement coordinator, will conduct a parent information night for students and parents entering kindergarten. Students will have the opportunity to visit the three elementary schools during the last quarter of the school year. Parents will be encouraged to participate in Kindergarten Round-up which will help facilitate enrollment/ registration requirements as they enter the elementary arena.

**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
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement
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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### 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:

CenterReportByMeasureVPKAP3.pdf

*Spring 2016 VPK Assessment data- This is the 3rd assessment used to monitor progress of VPK students. Areas assessed are Print Knowledge, Oral Language and Vocabulary, Phonological Awareness and Math.*

#### 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.**        Increase Oral language and Vocabulary scores to 70% or higher on the Big Day spring assessment.
  
- G2.**        Teachers will build a foundation for the development of appropriate behaviors for the school setting.
  
- G3.**        Increase the percentage of students meeting/exceeding expectations on VPK Assessment AP3 (Spring 2017)

## 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.** Increase Oral language and Vocabulary scores to 70% or higher on the Big Day spring assessment.

1a  
 🔑 G079217

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Students' lack of background knowledge for communication of wants and needs.

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

- Scholastic Big Day Curriculum materials

**G2.** Teachers will build a foundation for the development of appropriate behaviors for the school setting.

1a

G079189

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	70.0

**Targeted Barriers to Achieving the Goal** 3

- Students' lack of background knowledge for appropriate school behavior.

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

- The Letter People puppets
- Rigor, Relevance and Relationships training
- Principal
- Teachers

**Plan to Monitor Progress Toward G2.** 8

Review of student behavior data

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Behavior charts

**G3. Increase the percentage of students meeting/exceeding expectations on VPK Assessment AP3 (Spring 2017)** 1a

G077839

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Time needed to conduct small/whole group lessons and activities

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

- Scholastic Big Day Curriculum Materials
- Manipulatives for students to use during activities and lessons
- Technology - MIMIO/ELMO/iPad

**Plan to Monitor Progress Toward G3.** 8

Walkthrough data related to quadrants will be recorded and shared with teachers.

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/14/2015 to 5/25/2016

**Evidence of Completion**

Observation data sheet

## 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.** Increase Oral language and Vocabulary scores to 70% or higher on the Big Day spring assessment. **1**

 G079217

**G1.B1** Students' lack of background knowledge for communication of wants and needs. **2**

 B208747

**G1.B1.S1** Implement vocabulary building activities. **4**

 S220445

### Strategy Rationale

If teachers include vocabulary building into lessons and activities, students will increase their vocabulary and most likely be able to communicate their wants and needs at school.

### Action Step 1 **5**

Encourage students to communicate verbally during all settings and activities.

#### Person Responsible

Phyllis Clemons

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Walkthrough data



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

Walkthrough data by principal

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Notes taken during walkthroughs

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

Walkthrough data

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Notes gathered during walkthroughs and lesson plans

**G2.** Teachers will build a foundation for the development of appropriate behaviors for the school setting. 1

G079189

**G2.B1** Students' lack of background knowledge for appropriate school behavior. 2

B208670

**G2.B1.S1** Teaching and modeling desired behavior. 4

S220374

**Strategy Rationale**

If teachers teach and model the behaviors students are to display, students will most likely increase the desired behaviors and decrease the inappropriate behaviors.

**Action Step 1** 5

Teachers will develop a behavior plan/system.

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Students behavior data will be collected and reviewed each month to identify effective elements of the behavior plan.

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

Teachers will review data monthly.

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Each teacher will collect data from their various behavior plans/systems.

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

The principal will observe each classroom for evidence of behavior plans/system.

**Person Responsible**

Phyllis Clemons

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Walkthrough notes and data.

**G2.B1.S2** Develop relationships with students. 4

 S220376

**Strategy Rationale**

If teachers develop relationships with their students, they will be more likely to understand the student better which will increase positive behaviors at school.

**Action Step 1** 5

Determine student interests by developing a home/school connection.

**Person Responsible**

Phyllis Clemons

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Classroom weekly newsletters

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers will collect completed activities done at home by students and parents.

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Home/school activities

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Review of weekly newsletter activities returned to school by families.

**Person Responsible**

Phyllis Clemons

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017


***Evidence of Completion***

Teacher assigned activities

**G3.** Increase the percentage of students meeting/exceeding expectations on VPK Assessment AP3 (Spring 2017) **1**

 G077839

**G3.B4** Time needed to conduct small/whole group lessons and activities **2**

 B207114

**G3.B4.S1** Conduct small groups during centers and during whole group, teachers will conduct short, focused, purposeful lessons. **4**

 S218744

### Strategy Rationale

If teachers have the opportunity to implement strategies, students will increase their knowledge in math concepts to improve achievement.

### Action Step 1 **5**

Students will be given pre-assessments during the first two weeks of school to determine areas of need.

#### Person Responsible

Phyllis Clemons

#### Schedule

Daily, from 8/15/2016 to 8/26/2016

#### Evidence of Completion

Observations and Walkthroughs, review of pre-assessment data

### Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6**

Review of Assessment Data and Observations during Walkthroughs.

#### Person Responsible

Phyllis Clemons

#### Schedule

Monthly, from 8/29/2016 to 5/19/2017

#### Evidence of Completion

Observation notes from walkthroughs and assessment data from the VPK Assessment (AP1, AP2, AP3)

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Increase instructional time in classrooms by reorganizing daily activity schedule.

**Person Responsible**

Phyllis Clemons

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Daily Schedule will reflect change in lunch time to increase more time for classroom lessons and activities

## 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>2015</b>					
G3.MA1 M265232	Walkthrough data related to quadrants will be recorded and shared with teachers.	Clemons, Phyllis	9/14/2015	Observation data sheet	5/25/2016 monthly
<b>2016</b>					
G2.B1.S2.A1 A277469	Determine student interests by developing a home/school connection.	Clemons, Phyllis	8/10/2016	Classroom weekly newsletters	5/26/2017 weekly
G3.B4.S1.MA1 M270664	Increase instructional time in classrooms by reorganizing daily activity schedule.	Clemons, Phyllis	8/10/2016	Daily Schedule will reflect change in lunch time to increase more time for classroom lessons and activities	5/26/2017 daily
G1.B1.S1.A1 A277520	Encourage students to communicate verbally during all settings and activities.	Clemons, Phyllis	8/10/2016	Walkthrough data	5/26/2017 daily
G3.B4.S1.A1 A274749	Students will be given pre-assessments during the first two weeks of school to determine areas of...	Clemons, Phyllis	8/15/2016	Observations and Walkthroughs, review of pre-assessment data	8/26/2016 daily
G3.B4.S1.MA1 M270646	Review of Assessment Data and Observations during Walkthroughs.	Clemons, Phyllis	8/29/2016	Observation notes from walkthroughs and assessment data from the VPK Assessment (AP1, AP2, AP3)	5/19/2017 monthly
G2.B1.S1.A1 A277426	Teachers will develop a behavior plan/system.	Clemons, Phyllis	9/6/2016	Students behavior data will be collected and reviewed each month to identify effective elements of the behavior plan.	5/26/2017 monthly
G2.B1.S1.MA1 M273982	Teachers will review data monthly.	Clemons, Phyllis	9/6/2016	Each teacher will collect data from their various behavior plans/systems.	5/26/2017 monthly
G1.B1.S1.MA1 M274091	Walkthrough data	Clemons, Phyllis	9/6/2016	Notes gathered during walkthroughs and lesson plans	5/26/2017 monthly
G1.B1.S1.MA1 M274090	Walkthrough data by principal	Clemons, Phyllis	9/6/2016	Notes taken during walkthroughs	5/26/2017 monthly
G2.B1.S1.MA1 M273997	The principal will observe each classroom for evidence of behavior plans/system.	Clemons, Phyllis	9/6/2016	Walkthrough notes and data.	5/26/2017 weekly
G2.B1.S2.MA1 M274040	Review of weekly newsletter activities returned to school by families.	Clemons, Phyllis	9/6/2016	Teacher assigned activities	5/26/2017 monthly
G2.B1.S2.MA1 M274018	Teachers will collect completed activities done at home by students and parents.	Clemons, Phyllis	9/6/2016	Home/school activities	5/26/2017 monthly
G2.MA1 M274041	Review of student behavior data	Clemons, Phyllis	9/6/2016	Behavior charts	5/26/2017 monthly

## V. Professional Development Opportunities

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



## 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	Encourage students to communicate verbally during all settings and activities.	\$0.00
2	G2.B1.S1.A1	Teachers will develop a behavior plan/system.	\$0.00
3	G2.B1.S2.A1	Determine student interests by developing a home/school connection.	\$0.00
4	G3.B4.S1.A1	Students will be given pre-assessments during the first two weeks of school to determine areas of need.	\$0.00
<b>Total:</b>			<b>\$0.00</b>