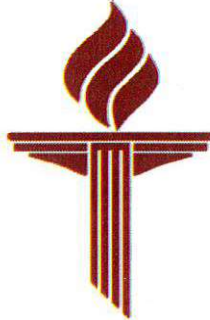


# Santa Rosa County District Schools

## School Improvement Plan

2019-20



### TR Jackson Pre-K Center

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School

Dawn Alt

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Principal

A handwritten signature in blue ink that reads "Dawn Alt".

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Principal--Signature

Nathan Tannehill

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School Advisory Chair

A handwritten signature in blue ink that reads "Nathan Tannehill".

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School Advisory Chair—Signature

#### **District Mission**

Preparing students for success by providing a superior, relevant education

#### **District Vision**

Our students will be productive, successful contributors to society.

#### **School Mission**

Preparing our students through a comprehensive program that provides opportunities for the parents and children to grow.

#### **School Vision**

Enhancing each family's ability to be their child's first teacher and to provide a solid foundation for learning that will enable each child to achieve academic, social, and emotional stability throughout their lifetime.

#### **School Cheer**

**TRJ!!! Where we are HAPPY all DAY!!!**

Date of School Board Approval \_\_\_\_\_

## **The Guiding Principles of the of Santa Rosa County School District Head Start Program**

- Each child is unique and can succeed.
- Learning occurs within the context of relationships.
- Families are children's first and most important caregivers, teachers, and advocates.
- Children learn best when they are emotionally and physically safe and secure.
- Areas of development are integrated, and children learn many concepts and skills at the same time.
- Teaching must be intentional and focused on how children learn and grow.
- Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.

### **Goals**

- To provide safe, positive, nurturing environments in which students can learn and experience success.
- To provide language-rich environments that will enhance receptive and expressive language development.
- To support and enhance students' social, emotional, physical, and cognitive development.
- To provide opportunities that will enhance students' readiness for school success.
- To provide opportunities for families to become engaged with the school and community.
- To empower families to become advocates for their children.

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# HEAD START READINESS GOALS

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## **Approaches to Learning**

Students will develop skills and behaviors that prepare them for learning.

## **Cognition & General Knowledge**

Students will use number concepts and operations, scientific inquiry, and reasoning to explore and solve problems.

## **Language & Literacy**

Students can organize and produce multiple sentences on a topic, answer questions, and identify letters and the sounds they make.

## **Development**

Students understand rules for personal safety.

## **Social & Emotional**

Students understand how to resolve conflicts and basic problem-solving techniques.

# HEAD START READINESS GOALS OUTCOMES 2018-19

Approaches to Learning Readiness Goal	Head Start Early Learning Outcomes Framework (HSELOF)	Readiness Goal Objective	Galileo Assessment	School Expectations/ Developmental Indicators	Oct.	Jan.	May
Students will develop skills and behaviors that prepares them for learning.	Self-Regulation: ATL 4 Child manages actions, words, and behavior with increasing independence.	~ Students will demonstrate control over actions and words when facing challenges ~Students can make a plan and change that plan, if needed. ~Students are inquisitive about their leaning environment.	SR 59 Set a goal, and with adult help, plans a small number of steps to achieve it SR 61 Combines materials, objects, equipment in new ways to produce multiple uses	~Manages behaviors according to expectations ~Waits for turn ~Demonstrates control over actions and words in response to challenging situations ~Maintains focus and attention to tasks ~Works independently 4 <sup>th</sup> nine weeks	9%	40%	99%

Cognitive Readiness Goal	Head Start Early Learning Outcomes Framework	Readiness Goal Objective	Galileo Assessment	School Expectations/ Developmental Indicators	Oct.	Jan.	May
Students will use number concepts and operations, scientific inquiry and reasoning to explore and solve problems.	Scientific Inquiry: SC 3 Compares and categorizes observable phenomena Math 1: Knows number names and the count sequence Math 3: Understands the relationship between numbers and quantities Math 6: understands additions as adding and subtraction as	~Students can use tools and their senses to explore and investigate observable phenomena. ~Students use various objects to investigate and experiment. ~Students can explain their findings.	SR 13 Uses tools to measure materials and make comparisons SR 14 Uses concrete materials to solve a problem SR 21 Presents observations in a variety of ways SR 3 Counts to find out how many are in a group up to 10 SR 5 Writes numerals to indicate	~Understands and uses senses and simple tools to observe, gather, and record data ~Creates and builds shapes from components ~Describes similarities, differences, and attributes of shapes and objects ~Identifies, counts, and writes numbers	7%	33%	83%

Cognitive Readiness Goal	Head Start Early Learning Outcomes Framework	Readiness Goal Objective	Galileo Assessment	School Expectations/ Developmental Indicators	Oct.	Jan.	May
	taking away from Math 8: Measurement Measures using standard and non-standard tools; Uses differences in attributes to make comparisons.	~Students count objects up to 10 ~Students identify and write numbers ~Students add numbers	between 7-10 objects SR 8 Adds 2 small groups	~Adds up to 10 objects 4 <sup>th</sup> nine weeks			

Literacy Readiness Goal	Head Start Early Learning Outcomes Framework	Readiness Goal Objective	Galileo Assessment	School Expectations/ Developmental Indicators	Oct.	Jan.	May
Students can organize and produce multiple sentences on a topic, answer questions, and identify letters and the sounds they make.	Communication and Speaking: LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways Phonological Awareness: Lit 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound Print and Alphabet Knowledge Lit 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. Writing Lit 6. Child writes for a variety of purposes	~Students can follow instructions; respond appropriately when spoken to; and identify rhyming words ~Students can identify letters in his/her name, and the sounds they make. ~Students scribbles and writes some letters to communicate ~Students understand the role of the author and illustrator in a book and knows how to handle books.	SR 32 Asks questions and/or makes comments about a story, poem, or song SR 37 Recognizes matching and dissimilar sounds of consonants and vowels SR 39 Recognizes rhymes in poems, readings, or conversations, most of the time SR 44 Requests a favorite book by title, author, or illustrator SR 45 Demonstrates basic book knowledge SR 52 Uses scribble on paper to communicate a message SR 53 Communicates by scribbling and some letter-like shapes SR 58 Names 10 or more letters	~Can produce and organize multiple sentences on a topic ~Knows the sounds associated with several letters ~Identifies rhyming words ~Listens and responds appropriately to what is being said ~Follows directions ~Demonstrates print awareness & early reading skills ~Demonstrates appreciation for literature 4 <sup>th</sup> nine weeks	3%	25%	89%

Physical Readiness Goal	Head Start Early Learning Outcomes Framework	Readiness Goal Objective	Galileo Assessment	School Expectations/ Developmental Indicators	Oct.	Jan.	May
Students understand rules for personal safety.	Health, Safety, & Nutrition: PMP 6 Demonstrates knowledge of personal safety practices and routines	~ Students can identify harmful situations and follow rules for safety.	SR 80 Knows to stay away from harmful objects SR 81 Identifies potentially dangerous situations/activities	~Identifies, avoids, and alerts others to danger ~Identifies and follows basic safety rules with adult guidance and support 4 <sup>th</sup> nine weeks	10%	29%	96%

Social & Emotional Readiness Goal	Head Start Early Learning Outcomes Framework	Readiness Goal Objective	Galileo Assessment	School Expectations/ Developmental Indicators	Oct.	Jan.	May
Students understand basic problem-solving techniques and how to resolve conflicts with others.	Relationships with Other Children: SE 4 Child engages cooperative play with other children SE 5 Uses basic problem-solving skills to resolve conflicts with other children	~Students learn how to use basic strategies for resolving conflicts and problem-solving and can identify such strategies~	SR 68 Follows established rules and routines in the classroom SR 70 Shows the ability to compromise in conflict resolutions SR 71 Plays without disrupting or destroying the work of others SR 72 Chooses to express self to others safely/respectfully SR 73 Joins a cooperative play activity using appropriate verbal/nonverbal strategies	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising ~Recognizes and describes basic social problems in books or pictures ~Demonstrates self-control 4 <sup>th</sup> nine weeks	7%	26%	88%

Comparison of Beginning and Final Assessments 2018-19

Domain	Approaches to Learning	Cognition & General Knowledge	Language & Literacy	Physical Development	Social & Emotional
October 2018 Beginning	9%	7%	3%	10%	7%
May 2019 Final %	99%	83%	89%	96%	88%

## 2019-2020 Santa Rosa School Improvement Plan

### Part I- Current School Status

#### 1. Describe the involvement of the School Advisory Council in the development of this plan.

Members of the School Advisory Council/Policy Council met to initiate discussion about the upcoming school year 2019-20.

#### 2. Describe the activities of the School Advisory Council anticipated for the 2018-2019 school year including the monitoring of this School Improvement Plan.

The School Advisory Council will discuss ways to motivate our parents, especially fathers, to become more engaged with their children.

#### 3. Multi-Tiered System of Supports (MTSS)

School-Based MTSS Team
<p>A. Identify the school-based MTSS leadership team members.                      Dawn Alt (Director), Kimberly Patrick (Disabilities Coordinator), Theresa Hudson (Education and Assessment Specialist), Lisa Templeton (ESE Pre-K Liaison), Phyllis Griffin (SLP Diagnostician), Chandis Jones (Speech/Language Pathologist), Stephanie Rackley (School Psychologist) and Lee Bott (Social Emotional Specialist)</p>
<p>B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).</p> <ul style="list-style-type: none"> <li>• The team meets each Tuesday morning at 7:30.</li> <li>• Meetings are held to review and recommend students in need of classroom and learning interventions.</li> </ul>
MTSS Implementation
<p>Teachers are given intervention strategies via a brainstorming approach after a thorough discussion of the child. Assessment data is utilized to determine what is best for the child. Sometimes it is determined that he/she needs to receive further observation whether through our Licensed Mental Health Consultant or our Social/Emotional Specialist or our Speech/Language Pathologist. Speech/Language assessments may possibly be given and after a full discussion by the team the child may go on to have more testing by the child psychologist.</p>

#### 4. Effective and Highly Effective Teachers

**Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.**

Description of Strategy	Person Responsible
Jobs will be posted on the district website but also posted on our Facebook Page. We have a high retention rate due to the providing of professional development and support through the Head Start Program. The intrinsic rewards of working this program also influence our employee's decision to continue to work in Head Start.	Dawn Alt

#### 5. Non-Highly Effective Instructors

**Provide the number of instructional staff teaching out-of-field and received a less than an effective rating.**

Number of instructional staff and paraprofessionals teaching out-of-field <b>and</b> who received <u>less than</u> an effective rating.	Strategies to support the staff in becoming highly effective
Zero	Not Applicable

# ENGLISH LANGUAGE ARTS/EARLY LITERACY

## Area 2: Early Literacy

### 2-C VPK

<b>2C. Goal Area:</b> Early Literacy	<b>2018-19 End Result</b> – At least 99% of students showed an increase.	<b>2019-20 Goal</b> – At least 50% of students will show an increase in early literacy as compared to the VPK baseline assessment
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### Early Literacy-Specific Section

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Promoting language and literacy at home.	More family literacy activities will be planned program-wide in order to promote reading.	Principal, Teacher, Education & PFCE Specialist	Portfolios, Galileo, and FL DOE VPK Assessment

### 2-E

#### Proposed Early Literacy Professional Development for 2019-20

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Monitoring Strategy
Curriculum, Assessment, and Planning Meeting	Theresa Hudson	Head Start and Early Head Start teachers, teacher assistants, and staff	Oct., Nov., Jan., Feb., Mar., Apr.	observations, student assessment data, lesson planning	Theresa Hudson
Pre-K Institute	Program Managers	Head Start and Early Head Start teachers, teacher assistants, and staff	July	observations, student assessment data, lesson planning	Theresa Hudson
Professional Learning Communities	Theresa Hudson/Dawn Alt	Head Start and Early Head Start teachers, teacher assistants, and staff	Oct., Jan., April	observations, student assessment data, lesson planning	Dawn Alt
Pre-K to K Transition Training	Theresa Hudson	Head Start Pre-K Teachers	March	observations, student assessment data, lesson planning	Theresa Hudson



# MATHEMATICS

## Area 3: Mathematics

### VPK

<b>2A. Goal Area:</b> Early Mathematics	2019-20 Goal – At least 50% of students will show an increase in early mathematics as compared to the VPK baseline assessment.	
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<b>Early Math Potential Barriers</b>			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students demonstrating learning gains in early math.	Early mathematical skills and concepts will be taught during circle time and small group. 1A.2. Mathematics activities will be integrated throughout the curriculum.	Teacher, PFCE & Education Specialist and Classroom Staff	Portfolios, Galileo, and FL DOE VPK Assessment

## Proposed Mathematics Professional Development for 2019-20

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Monitoring Strategy
Curriculum, Assessment, and Planning Meeting	Theresa Hudson	Head Start and Early Head Start teachers, teacher assistants, and staff	Oct., Nov., Jan., Feb., Mar., Apr.	observations, student assessment data, lesson planning	Theresa Hudson
Pre-K Institute	Program Managers	Head Start and Early Head Start teachers, teacher assistants, and staff	July	observations, student assessment data, lesson planning	Theresa Hudson
Professional Learning Communities	Theresa Hudson/ Dawn Alt	Head Start and Early Head Start teachers, teacher assistants, and staff	Oct., Jan, April	observations, student assessment data, lesson planning	Dawn Alt
Pre-K to K Transition Training	Theresa Hudson	Head Start Pre-K Teachers	March	observations, student assessment data, lesson planning	Theresa Hudson

# At-Risk

## Area 6: At-Risk Section

### Students at Risk

#### Attendance

6D. - Required for all schools.

2018-19 Number of Students with Excessive Late-to-School (15 or more)(#): 34	2018-19 Number of Students with Excessive Absences (More than 10% absentee rate) (#): 28	2018-19 Attendance Rate (%): 89
2019-20 Goal for Number of Students with Excessive Late-to-School (15 or more) (#): 10	2019-20 Goal for Number of Students with Excessive Absences (More than 10% absentee rate)(#): 25	2019-20 Attendance Rate Goal (%): 93

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Flu Epidemic	Educate students, parents and staff on proper hand washing along with other educational resources	Dawn Alt /Rod Gracey	Monitor reports from the school nurse
Poverty level parents often do not understand the importance of everyday attendance	Communicate with parents through Newsletters, Facebook, Parent Meetings to understand the importance of regular attendance	Dawn Alt/Kim Patrick	Monitor SMART & Child Plus Attendance Reports
Lack of reliable transportation	Help parents find neighbors for possible carpooling	Dawn Alt/Lee Bott	Family Advocates reports and monthly Parent Committee Meetings

At TR Jackson Pre-k Center absences are expected. We know that 2, 3, and 4-year olds will be very susceptible to the germs that are passed around at this age. They also have not been exposed to germs and often get sick at the start of their program year.

One of our Head Start Performance Standards is that when a student is absent, we call within the hour to see why the child is not in attendance. This is very effective to encourage the parents to have their child here and on time.

#### Parent Involvement

6F. - Required for all schools. See Title I Parent Involvement Plan

2018-19 Volunteer Hours (#): 180	2019-20 Volunteer Hour Goal (#):250		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Disqualified or Unreported volunteer hours.	Provide volunteer training and discuss with parents activities they can volunteer for. Parent Committee, teachers, staff encourage volunteerism.  Ensure that volunteer hours are being logged/signed-in properly.	Lee Bott/Tracy Merritt	Monitor School Check-In System and Child Plus Volunteer Reports on a more frequent basis.

# Science, Technology, Engineering, Arts, and Mathematics

## Area 7: Science, Technology, Engineering, and Mathematics (STEAM)

7A. - Required for all schools

**7A. 2019-20 STEAM Goal narrative**

*At TR Jackson Pre-K Center children look forward to the time that they spend in the STEAM Lab. Students will gain a solid foundation in cause and effect relationships, problem-solving, creating representations, and making predictions and observations.*

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students will need to collaborate to solve problems and work toward a common goal.	Facilitate and scaffold students' involvement while working on specific activities	Kerry Merrell	Teacher observation Student reflections

### Proposed STEAM Professional Development for 2019-20

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
STEAM for Pre-K	Lakeshore Learning Professional Development Representative	Head Start and Early Start teachers and staff	January	Observations, student assessment data, lesson planning	Theresa Hudson