

The School Board of Highlands County

The Kindergarten Learning Center



2015-16 School Improvement Plan

The Kindergarten Learning Center

3560 US HIGHWAY 27 S, Sebring, FL 33870

<http://www.highlands.k12.fl.us/~klc/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Highlands 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Leading together to achieve excellence.

Provide the school's vision statement

By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens.

School Environment

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

During the registration process, parents and students are greeted by school staff and encouraged to be active participants in the school through SAC, PTO, and school-wide events. Throughout the year, events are scheduled to promote the home-school connection. A few examples include: Grandparent's Day, Thanksgiving Dinner, and 100th Day Celebration. Teachers utilize a Home-School Connection Folder for daily communication and routinely share information with parents regarding all aspects of their student's progress and accomplishments.

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

The Kindergarten Learning Center takes "P.R.I.D.E." in all that we do. Our motto is taken from our mascot which is a lion cub and stands for patience, respect, integrity, determination, and excellence. Our P.R.I.D.E motto is clearly displayed in the front office area and serves as a reminder of our school wide rules: 1 - Be kind to others; 2 - Be kind to things; 3 - Take "pride" in all we do. The KLC campus is located on US Hwy 27 and therefore, our entire campus is surrounded by a fence that is routinely inspected and maintained for security. Central Security System maintains our alarm system and provides security of the campus during times when the campus is closed. During hours of operation, all classroom doors are locked. In addition, doorways leading from the main office area into the student areas remain locked at all times. All visitors must check in through the front office and show an ID before being escorted to a student area.

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 KLC School-wide Behavior Plan is reviewed with staff during Pre-Week meetings. The plan reflects the 7 Habits of Happy Kids (Leader In Me) and includes expectations as well as clear delineation of appropriate staff responses for correcting and shaping student behavior. New teachers receive additional support in setting up their classrooms for maximizing instruction and minimizing distractions. The plan is reviewed at the end of each year with Team Leaders and the Dean of Students who collect data and feedback from teachers as part of the review. In the individual classrooms, teachers work with the school-wide rules and use a color chart to help students take ownership of their behavior. Daily behavior notes are included in the Home-School Connection folder indicating how well the student followed the school-wide rules. Student success

and improvement is frequently celebrated in the individual classroom, hence building a strong community of learners that supports collaborative learning.

Beginning after Winter Break in January, a BUG Incentive Program is used to celebrate "Being Unusually Good" student behavior. Teachers award tickets to students when they are caught "being unusually good" throughout the school day. The tickets are submitted to the front office and during morning announcements, students are randomly selected to receive a special recognition during lunch.

In the cafeteria, classes are awarded "forks" for following directions during lunch time. Once a class reaches 50 forks, their teacher is awarded a crown for the day. (The teacher receives the crown in the lunchroom and wears it for the remainder of the day.)

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

There are certified staff in place at the Kindergarten Learning Center who provide services to our students. These staff members include a full-time LPN in our Health Room and a certified ESE Resource Teacher. District staff assigned to KLC who provide services on an as needed basis include certified specialists in the areas of Speech, occupational and physical therapy, school psychologist, and a social worker.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Kindergarten Learning Center uses the following Early Warning indicators: Attendance (Students missing 18 or more days of school); One or more Suspensions from School; Course Failure in ELA or Math. Administrations meets with teachers and parents during Progress Monitoring meetings, SARC Meetings, and Fall and Spring Report Card Conferences.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	
	K	Total
Attendance below 90 percent	76	76
One or more suspensions	2	2
Course failure in ELA or Math	37	37
Level 1 on statewide assessment	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	
	K	Total
Students exhibiting two or more indicators	12	12

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The School Attendance Review Committee (SARC) routinely monitors student attendance and follows district guidelines in making contact with parents of students who are absent from school. Teachers followup with administration and the SARC to ensure that required notes from guardians or doctors (if required by SARC) are submitted efficiently to the data operator. When necessary, the SARC engages the services of district personnel and/or social workers to assist guardians with student attendance at school.

Students who are in danger of course failure in ELA or Math receive Tier 2 and Tier 3 services through the MTSS process. A paraprofessional and two resource teachers provide support to students in the classroom setting as well as in small group pull-out settings. Instruction is individualized based on data to meet the academic needs of students.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

During the 2015-2016 school year 99% of Kindergarten Learning Center parents will participate in some form of parent conference or activity with their child's teacher. In addition, the KLC will offer multiple opportunities in a variety of formats to encourage stakeholder participation. Please see the Parent Involvement Plan for specific activities planned for the 2015-2016 school year.

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 Kindergarten Learning Center reaches out to the community for support by inviting local businesses to be our business partners. These partners not only provide services on occasions but even more valuable, they volunteer in the school by reading to students and providing on site assistance. (All volunteers follow district guidelines for background checks and fingerprinting.)

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).

School Leadership Team

Membership:

Name	Title
Burnett, Julia	Principal
Thorne, Darla	Instructional Coach
Zahller, Josh	Dean
Davis, Mandy	Teacher, ESE
Wheeler, Naomi	Guidance Counselor
Freeland, Linda	Teacher, K-12
Platt, Leslie	Teacher, K-12
Shinholser, Brenda	Teacher, K-12
Toy, Kate	Teacher, K-12

Duties

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

Julia Burnett, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based Rtl plans and activities. Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mandy Davis, Exceptional Student Education (ESE) Teacher: identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Darla Thorne, Literacy/Curriculum Resource Teacher (Reading coach): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Naomi Wheeler, Guidance Resource Teacher: Provides guidance on kindergarten reading plan; facilitates and supports data collection activities; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; offers data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Phil Walter, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

Ashley Worden, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to

language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The MTSS Team is comprised of Julia Burnett, Administration; Mandy Davis, ESE Teacher; Naomi Wheeler, Guidance Resource Teacher; Darla Thorne, Reading Coach; Phil Walter, Psychologist; Ashley Worden, Speech Language Pathologist; General Education Teachers; and Parents. Decision-making is data driven and includes multiple opportunities for collaboration among all stakeholders.

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

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title I Part C, Migrant

Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations.

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

VPK

These programs are provided and facilitated through the district each summer at a school location in

each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council

This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Leslie Platt	Teacher
Mandy Davis	Teacher
Gloria Lopez	Education Support Employee
Kim Heintz	Business/Community
Regina Nicolais	Parent
Candance Pine	Parent
Katrina Hewitt	Student
Wendy Pineda	Student
Tamar Lafaille	Parent
Heidi Rodriguez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the initial meeting of the SAC Committee, the principal reviewed the previous year's goals and relevant data in achieving those goals (Reading, Math, Writing, Science). All goals for the 2014-2015 School Improvement Plan were met.

Development of this school improvement plan

During the initial meeting School Improvement goals for Reading and Math were presented to the SAC committee. The principal sought input from the committee for any changes or suggestions for the 2015-2016 School Improvement Plan. After discussion, the committee passed a motion to set the following school improvement goals: 85% or higher in ELA; 85% or higher in Math; Reduce the number of students missing 18 or more days.

Preparation of the school's annual budget and plan

The principal presented the budget for the 2015-2016 school year. This budget is allocated by the district based on FTE and Title I funds.

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

There are no SAC funds available, however, the School Advisory Committee provides input for the Title I budget. Those funds were used to create home-school book libraries to support literacy development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Burnett, Julia	Principal
Freeland, Linda	Teacher, K-12
Platt, Leslie	Teacher, K-12
Shinholser, Brenda	Teacher, K-12
Toy, Kate	Teacher, K-12
Davis, Mandy	Teacher, ESE
Wheeler, Naomi	Guidance Counselor
Thorne, Darla	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT analyzes student data and teacher needs to identify areas for professional development in literacy. The primary goal is provide support to teachers in delivering high impact instructional strategies and programs that promote and sustain literacy growth for all students. For the 2015-2016 school year, the LLT will also provide coordination of Florida's Literacy Week, Dr. Seuss Celebration Week, and a Literacy Costume Parade.

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).

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

The Kindergarten Learning Center daily schedule lends itself to common planning opportunities each day from 2:00 - 2:50. Teachers at the KLC meet weekly in teams of 4 to 5 teachers to discuss curriculum; plan for instruction; and collaborate on developing learning centers. All teachers meet on Thursday for a curriculum "Atlas" meeting where one of the teacher teams leads the discussion highlighting the upcoming theme for the week. Other teams of teachers meet monthly to address specific student needs and engage in progress monitoring.

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

Our district actively participates in job fairs within the state. All jobs are posted on the district website and applicants apply online. The Human Resource department for the Highlands County School Board assists with the review of applicants and supports the school during the hiring process. The Principal is responsible for hiring certified teachers and uses a team of teachers for the interview and decision-making process.

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

All new teachers to the Kindergarten Learning Center are given a peer mentor to assist them during Pre-Week activities. The mentor is an experienced teacher who can help them with tasks unique to the campus such as the location of resources, procedures for attendance and bookkeeping, and school wide discipline plans.

For the 2015-2016 school year, we have three teachers who are considered first year teachers. They have been assigned an on site peer mentor to work with them on the Professional Educators Competencies Program (PEC). This program clearly delineates the competencies expected of all Florida educators and requires the educator to maintain a portfolio with evidence that demonstrates their competency in the established practices. In addition, these teachers have a peer evaluator assigned from the district office to provide constructive feedback to the teacher and participate in the annual evaluation process.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

With assistance from the district curriculum department, curriculum choices are made for the school by teams of teachers who review materials on the state approved curriculum adoption list. The process ensures alignment to the current standards by using the standards themselves and evaluating the materials based on district designed rubrics. Multiple opportunities for collaboration among teachers is provided to ensure a thorough review of materials and multiple voices and perspectives. Final selection of materials is made district wide with each teacher casting their vote. The district is responsible for managing the curriculum selection process and placing the original orders for materials.

Instructional Strategies

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

Within the classroom setting, teachers identify students who need extra practice and remediation. They provide support to the students by reteaching or extending opportunities for practice during center time.

During the Progress Monitoring process, students who need additional support are identified along with the specific skill that is below grade level expectations. The student then receives additional remediation in small groups and individually. The coordination of these Tier 2 and 3 services is provided by the Guidance and ESE Resource teachers with support from a paraprofessional. The ESOL paraprofessional also works with small groups of students who need additional support in acquiring English language skills.

An additional resource new to the school this year is the iReady Program. This software provides diagnostic assessments in reading and math. It then creates an appropriate sequence of activities for the student, specifically designed to meet the student's skill level. The diagnostic will be used for progress monitoring 2 times during the 2015-2016 school year and will automatically readjust the sequence of activities based on the assessment results for each individual student. The program also has the capability for teachers to assign specific activities and skill levels for individual or groups of students. Students may access the program during learning centers in their classroom; a computer schedule also provides opportunities for whole class access to the program.

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: Summer Program

Minutes added to school year: 300

VPK Program

Strategy Rationale

The District identifies summer locations in which parents can choose to place their child to participate in the Voluntary Prekindergarten Education Program. This summer program includes 300 instructional hours and class sizes no larger than 12 students. The VPK Program helps build a strong foundation for school using educational materials that are geared to various stages in a child's development.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burnett, Julia, burnettj@highlands.k12.fl.us

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

Florida Kindergarten Readiness Screener (FLKRS) is a readiness indicator used to evaluate the effectiveness of the statewide voluntary prekindergarten program.

Student Transition and Readiness

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).

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

The staff at the Kindergarten Learning Center is involved with the early childhood centers in the Sebring community. Counselors and Teachers meet with the staff and parents at these centers to provide information regarding expectations as students enter school for the first time. Each spring, early childhood centers schedule tours for the students who will be enrolling in the Kindergarten Center. Parents are invited to come to these tours and are given information on the enrollment procedures. Enrollment can also be done at any time during the summer.

College and Career Readiness

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

Activities that highlight careers are scheduled throughout the school year. For example, KLC hosts a Transportation Day in which 21 different vehicles, representing multiple careers are on campus for demonstrations and presentations. Other examples include Field Trips to places such as Publix for a behind the scenes look at the food industry.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

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.** Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2015-2016 school year.

- G2.** Based on the end of the year report card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2015-2016 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2015-2016 school year. 1a

G068775

Targets Supported 1b

Indicator	Annual Target
	85.0

Resources Available to Support the Goal 2

- Scott Forsman Reading Street curriculum set. Reading Coach District Content Area Specialist

Targeted Barriers to Achieving the Goal 3

- High percentage of students attending a structured school environment for the first time.
- Attendance rate indicates a high rate of absenteeism and tardies.

Plan to Monitor Progress Toward G1. 8

Students will be progress monitored using Unit Benchmark test

Person Responsible

Darla Thorne

Schedule

Monthly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Student results will be recorded into grading system.

G2. Based on the end of the year report card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2015-2016 school year. 1a

G068776

Targets Supported 1b

Indicator	Annual Target
	85.0

Resources Available to Support the Goal 2

- District Math Specialist Harcourt Math curriculum

Targeted Barriers to Achieving the Goal 3

- High percentage of students attending a structured school environment for the first time.

Plan to Monitor Progress Toward G2. 8

Reading Coach will meet with Teacher Teams as PLCs prior to Report Card Conferences

Person Responsible

Darla Thorne

Schedule

Semiannually, from 11/5/2015 to 6/2/2016

Evidence of Completion

Math grade level indicators, textbook chapter assessments, informal and formal classroom observations; parent-friendly resources

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. Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2015-2016 school year. **1**

 G068775

G1.B1 High percentage of students attending a structured school environment for the first time. **2**

 B178657

G1.B1.S1 Promote Home-School Connections with frequent communication between parents, teachers, and administration. **4**

 S190054

Strategy Rationale

Frequent, two-way communication promotes a positive environment and supports student learning.

Action Step 1 **5**

Daily Communication Folders

Person Responsible

Darla Thorne

Schedule

Daily, from 8/19/2015 to 6/2/2016

Evidence of Completion

Teacher Contact Logs

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

Review of Teacher Contact Logs

Person Responsible

Julia Burnett

Schedule

Quarterly, from 10/30/2015 to 6/2/2016

Evidence of Completion

Master List of Teacher Parent Contact Logs

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

Retention Rates of Kindergarten Students

Person Responsible

Julia Burnett

Schedule

Annually, from 6/4/2015 to 6/2/2016

Evidence of Completion

Report Card Analysis

G1.B2 Attendance rate indicates a high rate of absenteeism and tardies. 2

 B178658

G1.B2.S1 Hold bi-monthly attendance meetings with parents of truant students. 4

 S190055

Strategy Rationale

Face-to-face contact with opportunities for parent participation in problem-solving will lead to a higher degree of compliance in student attendance.

Action Step 1 5

SARC meetings

Person Responsible

Julia Burnett

Schedule

Daily, from 8/19/2015 to 6/2/2016

Evidence of Completion

All meeting notifications will be sent to parents on NCR forms. Attendance contracts will be used as needed. Follow up meetings will be scheduled if necessary.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance will be monitored daily and parents notified of when their child is absent using personal contacts and an automated system.

Person Responsible

Julia Burnett

Schedule

Daily, from 8/19/2015 to 6/2/2016

Evidence of Completion

Average daily attendance report.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Genesis reports will be used to compare attendance from previous years and monitor student attendance trends.

Person Responsible

Julia Burnett


Schedule

Quarterly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Genesis reports

G1.B2.S2 Send an automated call out each day to parents of absent students. 4

 S190056

Strategy Rationale

Daily contact with parents regarding student attendance will enhance accuracy and effectiveness of the SARC process.

Action Step 1 5

Daily ConnectEd Callout System

Person Responsible

Julia Burnett

Schedule

Daily, from 8/19/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Attendance Data

Person Responsible

Julia Burnett

Schedule

Daily, from 8/19/2015 to 6/2/2016

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review Year End Attendance Rates

Person Responsible

Julia Burnett

Schedule

Annually, from 6/4/2015 to 6/2/2016

Evidence of Completion

Attendance Report for 2015-2016

G2. Based on the end of the year report card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2015-2016 school year. 1

G068776

G2.B1 High percentage of students attending a structured school environment for the first time. 2

B178659

G2.B1.S1 Educate parents on Kindergarten academic expectations during parent conferences and family involvement nights. 4

S190057

Strategy Rationale

Students benefit academically when parents/guardians are involved in their academic goals at school.

Action Step 1 5

Provide parents with relevant, parent-friendly information regarding standards and grade level expectations during parent report card conferences.

Person Responsible

Darla Thorne

Schedule

Quarterly, from 10/30/2015 to 6/2/2016

Evidence of Completion

Parent participation logs at Fall Report Card Conferences

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

Review parent participation logs and materials used at Parent-Teacher Conferences

Person Responsible

Darla Thorne

Schedule

Semiannually, from 11/5/2015 to 6/2/2016

Evidence of Completion

Parent Participation Logs and materials distributed by teachers during Fall Report Card Conferences

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

Reading Coach will work with Teacher Teams to develop parent-friendly materials for Parent Conferences

Person Responsible

Julia Burnett

Schedule

Semiannually, from 11/5/2015 to 6/2/2016

Evidence of Completion

Parent Surveys at the end of Year End of Year data: student rate for on grade level designation in math.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Daily Communication Folders	Thorne, Darla	8/19/2015	Teacher Contact Logs	6/2/2016 daily
G1.B2.S1.A1	SARC meetings	Burnett, Julia	8/19/2015	All meeting notifications will be sent to parents on NCR forms. Attendance contracts will be used as needed. Follow up meetings will be scheduled if necessary.	6/2/2016 daily
G1.B2.S2.A1	Daily ConnectEd Callout System	Burnett, Julia	8/19/2015		6/2/2016 daily
G2.B1.S1.A1	Provide parents with relevant, parent-friendly information regarding standards and grade level expectations during parent report card conferences.	Thorne, Darla	10/30/2015	Parent participation logs at Fall Report Card Conferences	6/2/2016 quarterly
G1.MA1	Students will be progress monitored using Unit Benchmark test	Thorne, Darla	9/28/2015	Student results will be recorded into grading system.	6/2/2016 monthly
G1.B1.S1.MA1	Retention Rates of Kindergarten Students	Burnett, Julia	6/4/2015	Report Card Analysis	6/2/2016 annually
G1.B1.S1.MA1	Review of Teacher Contact Logs	Burnett, Julia	10/30/2015	Master List of Teacher Parent Contact Logs	6/2/2016 quarterly
G1.B2.S1.MA1	Genesis reports will be used to compare attendance from previous years and monitor student attendance trends.	Burnett, Julia	8/19/2015	Genesis reports	6/2/2016 quarterly
G1.B2.S1.MA1	Attendance will be monitored daily and parents notified of when their child is absent using personal contacts and an automated system.	Burnett, Julia	8/19/2015	Average daily attendance report.	6/2/2016 daily
G1.B2.S2.MA1	Review Year End Attendance Rates	Burnett, Julia	6/4/2015	Attendance Report for 2015-2016	6/2/2016 annually
G1.B2.S2.MA1	Attendance Data	Burnett, Julia	8/19/2015	Attendance Reports	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Reading Coach will meet with Teacher Teams as PLCs prior to Report Card Conferences	Thorne, Darla	11/5/2015	Math grade level indicators, textbook chapter assessments, informal and formal classroom observations; parent-friendly resources	6/2/2016 semiannually
G2.B1.S1.MA1	Reading Coach will work with Teacher Teams to develop parent-friendly materials for Parent Conferences	Burnett, Julia	11/5/2015	Parent Surveys at the end of Year End of Year data: student rate for on grade level designation in math.	6/2/2016 semiannually
G2.B1.S1.MA1	Review parent participation logs and materials used at Parent-Teacher Conferences	Thorne, Darla	11/5/2015	Parent Participation Logs and materials distributed by teachers during Fall Report Card Conferences	6/2/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2015-2016 school year.

G1.B1 High percentage of students attending a structured school environment for the first time.

G1.B1.S1 Promote Home-School Connections with frequent communication between parents, teachers, and administration.

PD Opportunity 1

Daily Communication Folders

Facilitator

Darla Thorne

Participants

Teachers

Schedule

Daily, from 8/19/2015 to 6/2/2016

G1.B2 Attendance rate indicates a high rate of absenteeism and tardies.

G1.B2.S1 Hold bi-monthly attendance meetings with parents of truant students.

PD Opportunity 1

SARC meetings

Facilitator

Marcia Davis

Participants

Josh Zahller Data Operator

Schedule

Daily, from 8/19/2015 to 6/2/2016