
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	7
Title I Requirements	10
Budget to Support Goals	0

The Kindergarten Learning Center

3560 US HIGHWAY 27 S, Sebring, FL 33870

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 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 Highlands County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Kindergarten Learning Center is to provide a safe, supportive learning environment. In partnership with families, we strive to develop each individual's social, emotional, and academic potential.

Provide the school's vision statement.

The vision of the Kindergarten Learning Center is a community in which all members grow socially, emotionally, and academically within a safe, caring, nurturing environment.

School Leadership Team

Membership

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

Name	Title
Doty, Karin	Principal
Thorne, Darla	Instructional Coach
Freeland, Linda	Teacher, K-12
Davis, Mandy	Teacher, K-12

Duties

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

Each member is a Team Leader of 4-5 teachers. She/he is responsible for facilitating weekly Professional Learning Community (PLCs) meeting with teams, attend monthly Team Leader meeting with Principal to analysis data such as attendance, discipline, and academic to aid in making school decisions. Each team leader supports and guides new teachers as well as fellow teachers through the instructional plans.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Attendance below 90 percent	12	0	0	0	0	0	0	0	0	0	0	0	0	0	12
One or more suspensions	16	0	0	0	0	0	0	0	0	0	0	0	0	0	16
Course failure in ELA or Math	49	0	0	0	0	0	0	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	49	0	0	0	0	0	0	0	0	0	0	0	0	0	49
Retained Students: Previous Year(s)	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	75	0	0	0	0	0	0	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	75	0	0	0	0	0	0	0	0	0	0	0	0	0	75
One or more suspensions	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Course failure in ELA or Math	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Number of students retained this year increased significantly, which historically has not been a trend.

Which data component showed the greatest decline from prior year?

Number of students with less than 90% attendance.

Which data component had the biggest gap when compared to the state average?

N/A

Which data component showed the most improvement? Is this a trend?

Discipline was consistent more than improvement.

Describe the actions or changes that led to the improvement in this area.

Effective classroom/behavior management strategies.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	48%	56%	0%	47%	52%
ELA Learning Gains	0%	48%	55%	0%	51%	52%
ELA Lowest 25th Percentile	0%	40%	48%	0%	48%	46%
Math Achievement	0%	58%	62%	0%	55%	58%
Math Learning Gains	0%	50%	59%	0%	51%	58%
Math Lowest 25th Percentile	0%	35%	47%	0%	42%	46%
Science Achievement	0%	52%	55%	0%	42%	51%

EWS Indicators as Input Earlier in the Survey			
Indicator	Grade Level (prior year reported)		Total
	K		
Attendance below 90 percent	12 (75)		12 (75)
One or more suspensions	16 (0)		16 (0)
Course failure in ELA or Math	49 (24)		49 (24)
Level 1 on statewide assessment	0 (0)		0 (0)

Grade Level Data

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

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

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

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

Subgroup Data

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

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	After reviewing the data, 49 students did not master Kindergarten ELA standards in order to be promoted to 1st grade. This number increased from previous year.
Intended Outcome	100% of the KLC students will master the Kindergarten ELA standards by May 2019 in order to be promoted to 1st grade.
Point Person	Karin Doty (dotyk@highlands.k12.fl.us)
Action Step	
Description	<ul style="list-style-type: none">-Ensure a viable curriculum - Core Knowledge Skills Strand, Read Alouds, and KLC developed writing curriculum.-Ensure best instructional practices - weekly PLC meetings to analysis data, identify effective instructional strategies, and plan for next steps for students who are proficient or below.-Monitor curriculum and instruction by admin and reading coach attending PLC meetings, classroom observations and walk throughs utilizing the IPGs, and progress monitoring student achievement.
Person Responsible	Karin Doty (dotyk@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Admin and reading coach will observe ELA lessons, provide support and feedback. Both will attend weekly PLC meetings. Skyward gradebook will also be utilized to monitor student achievement.
Person Responsible	Karin Doty (dotyk@highlands.k12.fl.us)

Activity #2

Title Attendance

Rationale When students attend school regularly, he/she have a great chance at succeeding in mastering the Kindergarten standards. A large percentage of our students who were retained in Kindergarten in May 2017 also displayed poor attendance.

Intended Outcome Decrease the number of students who are tardy and/or are absent.

Point Person Karin Doty (dotyk@highlands.k12.fl.us)

Action Step

Description Keep parents informed of the required attendance laws as well as educate parents on the importance of attendance and academic success.

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description Work with our Social Worker to see if families need assistance in any way that would help in attendance.

Follow guidelines for SARC and document contacts with parents.

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Activity #3

Title Discipline

Rationale Decrease the number of referrals written therefore decreasing the number of students given OSS. We want students to be in school learning instead of at home for disciplinary reasons.

Intended Outcome Less students will be given OSS as a result of improved classroom management and an increase of positive behavior support strategies.

Point Person Karin Doty (dotyk@highlands.k12.fl.us)

Action Step

Description *Implement Individualized student services which allows students to think about their choices in class and have a period of time to cool down and complete classwork.
*Consistent, school wide behavior management plans which will be communicated with parents. Daily communication through folders for parents to be informed of student's behaviors.

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description Utilize Skyward to analyze number of referrals written, reasons for referrals and any trends or patterns of referrals.

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Activity #4

Title Math

Rationale 49 students were retained in May 2018. These students were not proficient in Kindergarten Math standards. This number needs to decrease in May 2019.

Intended Outcome Less students will be retained due to not mastering Kindergarten math skills.

Point Person Karin Doty (dotyk@highlands.k12.fl.us)

Action Step

Description Teachers will implement district Math instructional plans with

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description Classroom walkthrus utilizing the Math IPG
Progress Monitoring student achievement
PLCs to analyze data weekly

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Activity #5

Title Science

Rationale Ensure all students receive adequate background knowledge of kindergarten science standards.

Intended Outcome Students will master Kindergarten Science standards to help to prepare them for 1st grade Science standards.

Point Person Karin Doty (dotyk@highlands.k12.fl.us)

Action Step

Description Teachers will integrate Science into Read Alouds during ELA block.
Teachers will provide hands-on experience for students to gain knowledge in Kindergarten Science
Teachers will ensure Kindergarten Science standards are taught and mastered.

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Plan to Monitor Effectiveness

Description Classroom walkthrus during Science instruction and progress monitor student achievement

Person Responsible Karin Doty (dotyk@highlands.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

100% 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 2018-2019 school year.

PFEP Link

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

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.

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.

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.

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.

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 10 different vehicles, representing multiple careers are on campus for demonstrations and presentations. Also Community Helpers are scheduled to visit and present their roles in the community to students.