

The School Board of Highlands County

The Kindergarten Learning Center



2019-20 Schoolwide Improvement Plan

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The Kindergarten Learning Center

3560 US HIGHWAY 27 S, Sebring, FL 33870

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

Demographics

Principal: Karin Doty

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Elementary School KG
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year
Grade

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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. 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	Job Duties and Responsibilities
Doty, Karin	Principal	
Thorne, Darla	Instructional Coach	
Freeland, Linda	Teacher, K-12	
Davis, Mandy	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	354	0	0	0	0	0	0	0	0	0	0	0	0	0	354
Attendance below 90 percent	68	0	0	0	0	0	0	0	0	0	0	0	0	0	68
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	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	45	0	0	0	0	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported

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

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

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

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	68	0	0	0	0	0	0	0	0	0	0	0	0	68
One or more suspensions	24	0	0	0	0	0	0	0	0	0	0	0	0	24
Course failure in ELA or Math	49	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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	0	0	0	0	0	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	57%	0%	50%	55%
ELA Learning Gains	0%	54%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	47%	52%
Math Achievement	0%	57%	63%	0%	59%	61%
Math Learning Gains	0%	57%	62%	0%	54%	61%
Math Lowest 25th Percentile	0%	44%	51%	0%	42%	51%
Science Achievement	0%	45%	53%	0%	47%	51%

EWS Indicators as Input Earlier in the Survey			
Indicator	Grade Level (prior year reported)		Total
	K		
Number of students enrolled	354 (0)		354 (0)
Attendance below 90 percent	68 (12)		68 (12)
One or more suspensions	1 (16)		1 (16)
Course failure in ELA or Math	0 (49)		0 (49)
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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

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

Subgroup Data

Analysis

Data Reflection

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

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

FSA data is not applicable to our school. Kindergarten Learning Center utilizes several data components to monitor student academic progress. One source is iReady Reading. Teachers analyze individual scores to monitor lessons and form groups for explicit direct instruction. Much of the lowest performing areas include vocabulary.

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

FSA data is not applicable to our school. Kindergarten Learning Center enrolls new students each year so comparing students from year to year is not applicable.

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

FSA data is not applicable to our school so state data is not available for our school.

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

FSA data is not applicable to our school. Kindergarten Learning Center enrolls new students each year so comparing students from year to year is not applicable.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reviewing EWS data, attendance is an area of concern. Students are not required to attend school until they attain the age of 6. We have students who begin the school year as a 4 year old, attaining the age of 5 during the school year. The SARC process is established for those students who are 6 which leads to parents not being held accountable for the same requirements.

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

1. Reading
2. Math
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Based on Florida Standards, Kindergarten students should be able to reading fluently on a Kindergarten level.
State the measurable outcome the school plans to achieve	90% of all KLC students will be on grade level based on Florida Reading Standards by May 2020.
Person responsible for monitoring outcome	Karin Doty (dotyk@highlands.k12.fl.us)
Evidence-based Strategy	Teachers will implement the CKLA Skill Strand curriculum with fidelity.
Rationale for Evidence-based Strategy	Tier 1 curriculum and instruction is the most important to ensure students have access to on grade level curriculum and best practices in instruction.

Action Step	
Description	<ol style="list-style-type: none"> 1. KLC will utilize the PLC model weekly. 2. Administrator will conduct walk throughs with meaningful feedback. 3. 4. 5.
Person Responsible	Karin Doty (dotyk@highlands.k12.fl.us)

#2	
Title	Math
Rationale	Kindergarten students should be able to master Florida standards on a Kindergarten level.
State the measurable outcome the school plans to achieve	90% of all KLC students will be on grade level in Math based on Florida Standards by May 2020.
Person responsible for monitoring outcome	Karin Doty (dotyk@highlands.k12.fl.us)
Evidence-based Strategy	Teachers will utilized Great Minds curriculum and instruction with fidelity.
Rationale for Evidence-based Strategy	GreatMinds has been scientifically research as a resource to teach to the depth of Florida standards requires. We will implement this during Tier 1 instruction.

Action Step	
Description	<ol style="list-style-type: none"> 1. KLC will implement PLC with fidelity. 2. Administrator will conduct classroom walkthroughs and provide meaningful feedback. 3. 4. 5.
Person Responsible	Karin Doty (dotyk@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

KLC provides several outreach programs to connect with families; such as Open House in August, Grandparents' Day, Dad Take Child to School day in September. We provide a Thanksgiving dinner for families and a Veteran's Day program in November. In the spring we celebrate the 100th day of school as well as a end of year program for all students and families.

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.

KLC provides school wide social emotional health through 7 Habits of Highly Effective People. We also provide school wide weekly and quarterly incentives for employing those habits of leaders. On a Tier 2 level, we provide PBiS Check in and Check out services with the guidance resource teacher. On a Tier 3 level we provide a mental health counselor for more intensive services as well as utilizing Youth in Families, Strengthening Families program through Tri-County, referrals to Children's Advocacy Center, and district 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, target academic assistance to all students, professional development for teachers and parent involvement activities.

Title I Part C, Migrant

Provides services to migrant students 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.

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 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 free breakfast and lunch for all students program. Snack is also provided for afterschool care.

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.

IDEA

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

District School Advisory Council

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading	\$0.00
2	III.A.	Areas of Focus: Math	\$0.00
Total:			\$0.00