

2013-2014 SCHOOL IMPROVEMENT PLAN

Kids Community College Charter
1450 CITRUS OAKS AVE
Gotha, FL 34734
888-543-7221

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 22%
Alternative/ESE Center No	Charter School Yes	Minority Rate 57%

School Grades History

2013-14 NOT GRADED	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Kids Community College Charter

Principal

Dr. JoAnn S. Redden

School Advisory Council chair

Ken Scarborough

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
JoAnn Redden	Campus Director
Latosha Cherry	Supplemental Program Specialist
Yarin Rodriguez	Team Lead Primary Grades
Dawn Norat	Team Lead Secondary Grades

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

JoAnn Redden, Campus Director
 Ken Scarborough, Governing Board President
 Latosha Cherry, Supplemental Program Specialist
 Dawn Norat, Parent
 Yarin Rodriguez, Parent

Involvement of the SAC in the development of the SIP

During the 2013 - 2014 school year the SAC members did not have any involvement in the development of the School Improvement Plan.

Activities of the SAC for the upcoming school year

We are in the early planning stages of deciding activities in which the SAC will implement this year. As a second year charter school, with mostly new staff we are in the collaboration and planning stage.

Projected use of school improvement funds, including the amount allocated to each project

Once the SAC committee is given the projected amount of school improvement funds we will collaborate and decide how the school improvement funds will be spent.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

As a second year charter school we are collaborating as a SAC committee to fully understand the duties of the SAC. This will ensure we are in compliance with section 1001.452 of the Florida Statutes by the end of the 2013 - 2014 school year.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. JoAnn S. Redden

Principal

Years as Administrator: 20

Years at Current School: 0

Credentials

School Principal K - 12
 Educational Leadership K - 12
 Elementary Education 1 - 6
 Exceptional Student Education K - 12
 Reading K-12
 ESOL K-12
 Childcare Director

Performance Record

Dr. Redden has worked in both the public and charter school arena. She has worked at the Elementary and Middle school levels. She has worked in several counties throughout the state of Florida mainly in Title I schools. She has had all positive outcomes at schools she has worked in as it relates to student achievement.

Classroom Teachers

of classroom teachers

7

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

7, 100%

ESOL endorsed

3, 43%

reading endorsed

3, 43%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

2, 29%

with 1-5 years of experience

3, 43%

with 6-14 years of experience

2, 29%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Kid's Community College employs different strategies to recruit and retain highly qualified, certified, effective teachers at the school. The Campus Director and the HR Manager work closely to find Professors that will be dedicated to the well-being and success of EVERY child. Strategies are as follows:

Utilize Teacher-Teacher Website to advertise

Attend Florida Teach In
Screen resume's and references carefully
Look at student achievement data from prior year
Reach out to local colleges for education graduates
Professional Development Opportunities are provided

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At this time Kid's Community College has 7 teachers. Since the school is so small, it allows me, the instructional leader, to work closely with staff and provide feedback. Also, the Program Specialist works with teachers to look at assessment data and plan accordingly. Kid's Community College also has a designated primary and secondary Team Leader to work closely and mentor the teachers they have been assigned.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

This is an area that Kid's Community College will be working with OCPS to find out how this needs to be structured. At this time, the Campus Director and Program Specialist at Kid's Community college have been contacting OCPS when areas of concern arise. The Program Specialist is responsible for small group instruction.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The SBLT consist of four members:

Campus Director is responsible for monitoring the implementation of MTSS and SIP.

Program Specialist works closely with OCPS and teachers when students are identified as needing MTSS.

Team Leaders work closely with teachers to discuss and implement strategies and techniques that can be used for students that may be or have been identified as needing the MTSS.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

This is a work in progress at this time. We are collaborating with staff on a daily basis to identify students that may need MTSS. KCC goal is for 80% of student to be proficient and we monitor student data closely. Those students that are identified through teacher observations, assessment data, parent concerns, behavior plans, etc. will be monitored to ensure there is fidelity of the school's MTSS process as it relates to SIP goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Kid's Community College uses the SMS system required by OCPS. The assessment used are Fair, AimsWeb, Discovery, MIDAS, SAT-10 and this year FCAT 2.0 because we added Grade 3.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

As Kid's Community College becomes more aware of the MTSS process and the researched based strategies of an effective MTSS we will build capacity in data-based problem solving for staff and parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 84,000

In the before and after school programs, students work on skills and concepts that were originally taught by the classroom teachers which provides an added remediation and/or enrichment of those skills.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Formal and Informal assessments are utilized to determine the effectiveness of the above strategy.

Who is responsible for monitoring implementation of this strategy?

The Directors of the before and after school programs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. JoAnn S. Redden	Campus Director
Latosha Cherry	Program Specialist

How the school-based LLT functions

We function to assist all classroom teachers in having a literature rich environment with informational text. Curriculum and resources are researched and purchased to assist teachers in delivering an effective reading block, writing time, and language arts instruction. All classroom teachers are charged with having a classroom library to enhance the literacy program.

Major initiatives of the LLT

To assist our teachers as needed and provide resources as the budget permits.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Strategies that KCC-Orange will provide for assisting preschool children transition from early childhood programs are Kindergarten Round Up, information on the KCC Website, and Open House to surrounding early childhood programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Kid's Community College has an active CPA which coordinates several school wide activities. All the activities are reflected on the Important Dates calendar on the KCC website. KCC has a strong parental involvement rate and parents have opportunities to get involved throughout the school year. Parental Involvement is strong at Kid's Community College.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
95% of KCC parents will attend and participate in at least 2 prescheduled functions during the 2013 - 2014 school year.	120	95%	100%

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All FTE funding received from federal, state and local governments will be used to help improve student achievement at Kid's Community College. We service 120 students at this time and we \$30,000.00 worth of curriculum materials so far this year.

Appendix 2: Budget to Support School Improvement Goals