



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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The Kindergarten Learning Center

3560 US HIGHWAY 27 S

Sebring, FL 33870

863-314-5281

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

The Kindergarten Learning Center

##### Principal

Seth Lambert

##### School Advisory Council chair

Sarah Brooker

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

Name	Title
Darla Thorne	Reading Coach
Jill Compton	ESE Resource
Sarah Brooker	Dean Resource
Pam Lieske	Guidance Resource
Linda Freeland	Team Leader
Brenda Shinholser	Team Leader
Kate Toy	Team Leader
Leslie Platt	Team Leader

#### District-Level Information

##### District

Highlands

##### Superintendent

Mr. Wallace P Cox

##### Date of school board approval of SIP

10/8/2013

### 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

Sarah Brooker- Chairperson  
 Kirsten Chambers- Vice Chair  
 Darla Thorne- Secretary  
 Misty White- Ese representative  
 Martin Evans- general member  
 Reinaldo Morales- general member  
 Kieu Lam- general member  
 Billy Perez- general member  
 Brenda Shinholser- Teacher

Linda Freeland- Teacher  
 Justina Martin- Teacher

**Involvement of the SAC in the development of the SIP**

During our initial meeting School Improvement goals were presented to the committee. The background was given on the selection of goals and their input was solicited on any changes.

**Activities of the SAC for the upcoming school year**

SAC will assist in reviewing and revising school policies and procedures. They will also volunteer to assist in parent nights given at the school.

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

There are no SAC funds available

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

In Compliance

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

**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:**

**Seth Lambert**

Principal

Years as Administrator: 7

Years at Current School: 0

**Credentials**

Bachelors Social Science Education  
 Master of Educational Leadership

**Performance Record**

Mr. Lambert served four years as Assistant Principal at Avon Park High School. During this time Avon Park High earned a D grade each of these years. During the 2010-2011 school year Mr. Lambert worked at Dundee Ridge Middle School which earned a B grade that year. He went back to Avon Park High for the 2011-2012 school year. Avon Park High also earned a D that school year. The 2012-2013 school year Avon Park High earned a C grade.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Darla Thorne**

Full-time / School-based

Years as Coach: 7

Years at Current School: 7

**Areas**

Reading/Literacy

**Credentials**

**Performance Record**

Mrs. Thorne served as a classroom teacher at Cracker Trail Elementary from 2002-2007. Cracker Trail earned an A grade each year except the 2004-2005 school year where they earned a B. Mrs. Thorne has been the Reading Coach at the Kindergarten Learning Center since 2007, the school has meet the school improvement goal each year.

**Classroom Teachers**

**# of classroom teachers**

21

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

76%

**# certified in-field**

21, 100%

**# ESOL endorsed**

15, 71%

**# reading endorsed**

5, 24%

**# with advanced degrees**

3, 14%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 5%

**# with 1-5 years of experience**

9, 43%

**# with 6-14 years of experience**

5, 24%



**# with 15 or more years of experience**

5, 24%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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**

Our district actively participates in job fairs within the state. All jobs are posted on the district website and applicants can apply online. Principal is responsible for hiring certified teachers.

**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**

All new teachers to the school are given a pride pal buddy. This will be an experienced teacher who can help them with tasks that may not be the same at all schools. Currently we have one teacher who is new to the profession. She has been assigned an on site peer mentor to work with her through the Professional Educators Program. In addition, she has been given a peer evaluator from the district office. This person will observe classroom teaching and provide constructive feedback to the teacher.

**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**

Through classroom observation and progress monitoring, students are identified as needing additional assistance. These students are then pulled out of their regular classroom for additional remediation in a small group setting. This pull out occurs daily for 20 minutes. Students requiring Tier 3 services receive an additional 20 minutes, three times weekly. Aimsweb is our online data collection resource to monitor progress of students.

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

The MTSS Team is comprised of Seth Lambert, Administration; Jill Compton, ESE Teacher; Pam Lieske, Guidance Resource Teacher; Darla Thorne, Reading Coach; Phil Walter, Psychologist; Joan Winger, Speech Language Pathologist; General Education Teachers; and Parents.

Seth Lambert, 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.

Jill Compton, 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.

Pam Lieske, 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.

Joan Winger, 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.

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

The Leadership Team focus: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate

risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share

effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS Leadership Team's goal is to insure that 80% of students are successful behaviorally and academically with the curriculum/standards.

The MTSS Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides current data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **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**

The Kindergarten Learning Center actively participates with the A-3 system used by the Highlands County School system. This system is accessed by teachers, support personnel and administration. The A-3 system provides several purposes:

\*archived academic data of our students (example: previous FAIR, PAST, and Phonics, etc.)

\*archived attendance and discipline referral information

\*current progress monitoring data (academic data, attendance and discipline)

\*documentation of students who require additional interventions via PMP (Progress Monitoring Plan) or more intense monitoring and intervention (SOS referral system)

KLC also uses: Pinnacle grade book, PMRN, Harcourt assessments, grade level indicators, and Genesis student management system.

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

KLC, within its school building, through consensus development, will consistently promote a shared vision of one system (MTSS) to meet the needs of all students.

KLC, within its school building, through infrastructure development, will identify needs through program evaluations, leadership/teaming, data-based problem solving and family community/engagement.

KLC, within its school building and through assistance of the district level team will support MTSS, through technical knowledge and assessment data.

### **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:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**

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

**Who is responsible for monitoring implementation of this strategy?**

### Literacy Leadership Team (LLT)

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

Name	Title
Seth Lambert	Principal
Darla Thorne	Reading Coach
Sarah Brooker	Resource Dean
Jill Compton	ESE Resource
Linda Freeland	Teacher
Pam Lieske	Guidance Resource
Brenda Shinholser	Teacher
Kate Toy	Teacher
Leslie Platt	Teacher

#### How the school-based LLT functions

The LLT meets at least one time a month (although meetings are scheduled as needed) to address the language arts curriculum at the Kindergarten Learning Center. Mrs. Thorne serves as our school's Reading Coach and guides the process of reviewing data as it relates to our school as well as comparatively to district results. Ms. Compton supplements the team as our MTSS Team leader. Other members provide professional input

#### Major initiatives of the LLT

This year the main focus of the LLT will be providing teachers with training to implement high-yield activities for their students during small group instruction. This training will be ongoing throughout the school year presented directly to the entire school faculty and/or within PLCs. There will also be professional development on higher order questioning strategies

### Every Teacher Contributes to Reading Instruction

#### How the school ensures every teacher contributes to the reading improvement of every student

All teachers have an uninterrupted 90 minutes of Reading instruction daily. In addition to this time all teachers integrate reading in their Science, Math, and Social Studies Curriculum. During our weekly team and whole staff meetings teachers share and discuss effective strategies and interesting resources that may be used to encourage the students to be active readers.

## 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**

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 visitations for the students who will be enrolling in the Kindergarten Center. Parents are invited to come to these visitations and are given information on the enrollment procedures. Enrollment can also be done at any time during the summer.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

### **Strategies for improving student readiness for the public postsecondary level**

## 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 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**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**

During the 2013-2014 school year 99% of Kindergarten Learning Center parents will participate in some form of parent conference or activity with their child's teacher.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
99%	360	99%	99%

**Area 10: Additional Targets**

**Additional targets for the school**

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## 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 2013-2014 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 2013-2014 school year.
- G3.** Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in writing on their end of year report card for the 2013-2014 school year.
- G4.** Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

## Goals Detail

**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 2013-2014 school year.

### Targets Supported

- Reading (Learning Gains, CELLA)
- Writing

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- Attendance -High tardy and absenteeism
- Implementation of newly adopted Common Core Standards
- Implementation of new Reading Curriculum

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

Administration, Data Operator, Dean

### Target Dates or Schedule:

Bi Monthly

### Evidence of Completion:

Meeting notices will be sent using NCR forms, one will be kept on file at school.

**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 2013-2014 school year.

**Targets Supported**

**Resources Available to Support the Goal**

- District Math Specialist Harcourt Math curriculum

**Targeted Barriers to Achieving the Goal**

- Students attending a structured school environment for the first time.
- Implementation of new math curriculum.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

Principal Reading Coach

**Target Dates or Schedule:**

Progress Monitoring periods during school year

**Evidence of Completion:**

Math grade level indicators, textbook chapter assessments, informal and formal classroom observations

**G3.** Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in writing on their end of year report card for the 2013-2014 school year.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Scott Foresman Reading Street Writing materials Reading Coach District Reading Specialist

**Targeted Barriers to Achieving the Goal**

- High percentage of students entering school for the first time.
- Implementation of new reading curriculum

**Plan to Monitor Progress Toward the Goal**

Kindergarten grade level indicators

**Person or Persons Responsible**

Administration, Reading Coach

**Target Dates or Schedule:**

At the end of each nine week grading period.

**Evidence of Completion:**

Student progress and report card grades

**G4.** Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- District Science Specialist

**Targeted Barriers to Achieving the Goal**

- Students attending a structure school setting for the first time.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**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 2013-2014 school year.

**G1.B2** Attendance -High tardy and absenteeism

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

#### **Action Step 1**

SARC meetings

#### **Person or Persons Responsible**

Data Operator and Dean

#### **Target Dates or Schedule**

Bi monthly

#### **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.

#### **Facilitator:**

Marcia Davis

#### **Participants:**

Sarah Brooker Danielle Jackson

#### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

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

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Start of each nine week grading period.

#### **Evidence of Completion**

Average daily attendance report.

## Plan to Monitor Effectiveness of G1.B2.S1

Genesis reports will be used to compare attendance from previous years and monitor students attendance improvement.

### Person or Persons Responsible

Data operator, Dean of Students

### Target Dates or Schedule

Every two weeks

### Evidence of Completion

Genesis reports

## G1.B3 Implementation of newly adopted Common Core Standards

**G1.B3.S1** Team meetings to plan teaching strategies that will best address the rigor of the standards. Continue to review and update atlas curriculum maps during school year.

### Action Step 1

District content area specialist and reading coach will provide training and support throughout year to assist teachers in implementation of the standards.

### Person or Persons Responsible

District content specialist and Reading Coach

### Target Dates or Schedule

Preweek planning October 2013 January 2014

### Evidence of Completion

Classroom observation Student work samples Atlas curriculum maps

### Facilitator:

Darla Thorne/ Kim Ervin/ Jennifer Westergom

### Participants:

Teachers



### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Principal will observe classrooms to ensure that each common core standard is being taught using engaging strategies and rigorous work completed by the students.

#### **Person or Persons Responsible**

Principal and Reading Coach

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Informal Observation forms

### **Plan to Monitor Effectiveness of G1.B3.S1**

Students will be progress monitored using Unit Benchmark test

#### **Person or Persons Responsible**

Reading Coach

#### **Target Dates or Schedule**

Mid point and end of each nine week grading period

#### **Evidence of Completion**

Student results will be recorded into grading system.

## **G1.B4 Implementation of new Reading Curriculum**

**G1.B4.S1** Provide teachers with multiple opportunities to plan and familiarize themselves with the resources associated with the curriculum. Teacher will also attend trainings given by the company the Reading curriculum was purchased from. District Reading Specialist will come to our campus throughout the year and provide training to teachers in using the reading curriculum.

### **Action Step 1**

All teachers will attend professional development at the school to help them become more familiar with the reading curriculum.

#### **Person or Persons Responsible**

All Teachers

#### **Target Dates or Schedule**

Pre-week 2013. Throughout the school year during our weekly curriculum mapping meeting.

#### **Evidence of Completion**

Lesson plan review and classroom observations

#### **Facilitator:**

Darla Thorne Kim Ervin

#### **Participants:**

All Teachers

## **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Lesson plans will be submitted using the Atlas online lesson plan developer.

#### **Person or Persons Responsible**

Administration/ Reading Coach

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Classroom observation while teachers are using resources.

## Plan to Monitor Effectiveness of G1.B4.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**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 2013-2014 school year.

### **G2.B2** Implementation of new math curriculum.

**G2.B2.S1** District math specialist will provide on site trainings of instructional strategies and best practices three times during the school year.

### Action Step 1

Teachers will be provided sub teachers to attend on site trainings three times per year that will provide them with assistance on using the new math curriculum and strategies to use within the classroom.

#### Person or Persons Responsible

District Math Specialist

#### Target Dates or Schedule

During each grading period of the 2013-2014 school year

#### Evidence of Completion

Classroom observations

#### Facilitator:

Jennifer Westergom

#### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Principal will attend these trainings when possible. Classroom observations will be completed following the training sessions to see the strategies put into practice.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

Weekly classroom observations

#### **Evidence of Completion**

Informal observation forms

### **Plan to Monitor Effectiveness of G2.B2.S1**

Students will complete a beginning of the year benchmark test end of the year benchmark assessment that will provide data to the teachers on each student progress. These scores will be recorded in performance matters.

#### **Person or Persons Responsible**

Principal Reading Coach

#### **Target Dates or Schedule**

September 2013 June 2014

#### **Evidence of Completion**

Student scores on assessments

**G3.** Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in writing on their end of year report card for the 2013-2014 school year.

**G3.B3** Implementation of new reading curriculum

**G3.B3.S1** Continued professional development for teachers on incorporating writing into all subject areas that is aligned to common core.

**Action Step 1**

teachers will attend weekly Atlas Curriculum map meetings where strategies to teach writing across the curriculum will be taught. Each teacher will also attend content specialist trainings that will provide strategies to teach writing while addressing the common core standards.

**Person or Persons Responsible**

Administration, Reading Coach

**Target Dates or Schedule**

Weekly throughout year.

**Evidence of Completion**

Student writing samples and academic reports. Observations

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Teachers will post student writing samples in classroom. They will also create a portfolio for each student and include samples of their work.

**Person or Persons Responsible**

Administration, Reading Coach

**Target Dates or Schedule**

Weekly during the year.

**Evidence of Completion**

Academic reports and student writing samples

## Plan to Monitor Effectiveness of G3.B3.S1

Student work samples.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Teachers will collect data weekly and place samples in room or in each students folder.

### Evidence of Completion

Student writing samples

**G4.** Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

**G4.B1** Students attending a structure school setting for the first time.

**G4.B1.S1** Educate parents on kindergarten academic expectations at parent conferences and family involvement events.

### Action Step 1

Family Involvement Night, Report card meetings after each grading period, Spring academic showcase night

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

September 2013 October 2013 January 2014 March 2014 April 2014

### Evidence of Completion

Parent sign in sheets from each event.

### Facilitator:

Cathy Hartesy

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Sign in sheets a from family involvement nights. Sign in sheets from parent conferences.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

#### **Evidence of Completion**

Academic data, Observations, exit surveys,

### **Plan to Monitor Effectiveness of G4.B1.S1**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

## 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

Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB. Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services 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 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.

#### 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 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. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

#### 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy 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), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*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 2013-2014 school year.

### **G1.B2** Attendance -High tardy and absenteeism

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

#### **PD Opportunity 1**

SARC meetings

#### **Facilitator**

Marcia Davis

#### **Participants**

Sarah Brooker Danielle Jackson

#### **Target Dates or Schedule**

Bi monthly

#### **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.

## **G1.B3 Implementation of newly adopted Common Core Standards**

**G1.B3.S1** Team meetings to plan teaching strategies that will best address the rigor of the standards. Continue to review and update atlas curriculum maps during school year.

### **PD Opportunity 1**

District content area specialist and reading coach will provide training and support throughout year to assist teachers in implementation of the standards.

#### **Facilitator**

Darla Thorne/ Kim Ervin/ Jennifer Westergom

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Preweek planning October 2013 January 2014

#### **Evidence of Completion**

Classroom observation Student work samples Atlas curriculum maps

## **G1.B4 Implementation of new Reading Curriculum**

**G1.B4.S1** Provide teachers with multiple opportunities to plan and familiarize themselves with the resources associated with the curriculum. Teacher will also attend trainings given by the company the Reading curriculum was purchased from. District Reading Specialist will come to our campus throughout the year and provide training to teachers in using the reading curriculum.

### **PD Opportunity 1**

All teachers will attend professional development at the school to help them become more familiar with the reading curriculum.

#### **Facilitator**

Darla Thorne Kim Ervin

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Pre-week 2013. Throughout the school year during our weekly curriculum mapping meeting.

#### **Evidence of Completion**

Lesson plan review and classroom observations

**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 2013-2014 school year.

**G2.B2** Implementation of new math curriculum.

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**PD Opportunity 1**

Teachers will be provided sub teachers to attend on site trainings three times per year that will provide them with assistance on using the new math curriculum and strategies to use within the classroom.

**Facilitator**

Jennifer Westergom

**Participants**

Teachers

**Target Dates or Schedule**

During each grading period of the 2013-2014 school year

**Evidence of Completion**

Classroom observations

**G4.** Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

**G4.B1** Students attending a structure school setting for the first time.

**G4.B1.S1** Educate parents on kindergarten academic expectations at parent conferences and family involvement events.

**PD Opportunity 1**

Family Involvement Night, Report card meetings after each grading period, Spring academic showcase night

**Facilitator**

Cathy Hartesy

**Participants**

Teachers

**Target Dates or Schedule**

September 2013 October 2013 January 2014 March 2014 April 2014

**Evidence of Completion**

Parent sign in sheets from each event.

## Appendix 2: Budget to Support School Improvement Goals