

The School Board of Highlands County

The Kindergarten Learning Center



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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 is pending approval by the Highlands County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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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<http://www.highlands.k12.fl.us/~klc/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At KLC we ensure high student achievement for all by providing a high level of education in a safe environment, while growing socially and emotionally to promote a life-long love of learning.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Capuano, Dina	School Counselor	Coordinate all required trainings for teachers Child Abuse, etc. Coordinates MTSS AimsWeb Instruct Tier 3 students
Thorne, Darla	Instructional Coach	Supporting classroom teachers in ELA and Math Curriculum and Instruction needs
Riffle, Jason	Dean	Coordinating and implementing all aspects of student discipline Authors Family Engagement Plan
Bowers, Maleah	Teacher, K-12	
Clark, April	Teacher, ESE	
Freeland, Linda	Teacher, K-12	
Jackson, Danielle	Teacher, K-12	
Quinn, Rebecca	Teacher, K-12	

Demographic Information

Principal start date

Friday 7/1/2016, Karin Doty

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

306

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	342	0	0	0	0	0	0	0	0	0	0	0	0	0	342
Attendance below 90 percent	112	0	0	0	0	0	0	0	0	0	0	0	0	0	112
One or more suspensions	12	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Course failure in ELA	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Course failure in Math	13	0	0	0	0	0	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7

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	24	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - 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		
Number of students enrolled	371	0	0	0	0	0	0	0	0	0	0	0	0	0	371
Attendance below 90 percent	73	0	0	0	0	0	0	0	0	0	0	0	0	0	73
One or more suspensions	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Course failure in ELA	98	0	0	0	0	0	0	0	0	0	0	0	0	0	98
Course failure in Math	94	0	0	0	0	0	0	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math 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	49	0	0	0	0	0	0	0	0	0	0	0	0	0	49

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	36	0	0	0	0	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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		
Number of students enrolled	371	0	0	0	0	0	0	0	0	0	0	0	0	0	371
Attendance below 90 percent	73	0	0	0	0	0	0	0	0	0	0	0	0	0	73
One or more suspensions	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Course failure in ELA	98	0	0	0	0	0	0	0	0	0	0	0	0	0	98
Course failure in Math	94	0	0	0	0	0	0	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math 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	49	0	0	0	0	0	0	0	0	0	0	0	0	49

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	36	0	0	0	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					50%	57%		48%	56%
ELA Learning Gains					54%	58%		48%	55%
ELA Lowest 25th Percentile					49%	53%		40%	48%
Math Achievement					57%	63%		58%	62%
Math Learning Gains					57%	62%		50%	59%
Math Lowest 25th Percentile					44%	51%		35%	47%
Science Achievement					45%	53%		52%	55%

Grade Level Data Review - State Assessments

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

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

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

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

No FSA data for Kindergarten students

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading - Positive growth from D1 to D3 32% to 41% scored in Tier 1. And positive growth 67% to 59% in Tier 2.

Math - Positive growth from D1 to D3 20% to 41% in Tier 1 and 80% to 59%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading - Phonological Awareness decreased by 18% from D1 to D3
Math - Number and Operations had the least amount of increase of all the Math domains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Reading - PA skills in our core curriculum is lacking adequate explicit instruction in PA skills. For example, no onset and rime nor syllable segmentation instruction; nor manipulation of those skills.

Utilize 95% Group that targets PA skills in an explicit manner.
Utilize other research based instructional materials
Professional Development on appropriate progression of PA skills - how to teach, monitor, and intervene in daily instruction.

Math - Hands on practice with manipulatives vs the digital method of assessment
Checks for understanding for individualized

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

HFW increased from 23% to 52% in Tier 1 from D1 to D3 29%

Geometry and Measurement

What were the contributing factors to this improvement? What new actions did your school take in this area?

HFW - multiple exposure through the day in all content area. CKLA Student Readers

Geometry and Measurement are learner friendly skills. Both are hands on and concrete concepts which allows students to grasp and retain to show mastery.

What strategies will need to be implemented in order to accelerate learning?

Sight words instruction is beginning sooner and grade level text in students' hands earlier to them to apply those phonics and sight word knowledge. As well as writing and using those skills every day.

**PA explicit instruction - clear understanding of progression.

MODELING, practice, review, hands on, number talks, focus more on skill not strategy.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Science of Reading - deeper dive into the practical, daily application of the science behind reading.
PLC collaboration - teachers using data to develop formative assessments and effective instructional/strategies to accelerate learning.

PLC collaboration - teachers using data to develop formative assessments and effective instructional/strategies to accelerate learning.
Whole group PD

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Title 1 Tutor and Title 1 Paraprofessional will support teachers in the classroom with unfinished learning .

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Improve Phonological Awareness Skills

Area of Focus Description and Rationale:	On iReady Diagnostic #1 Phonological Awareness Domain, 56% of students scored at Tier 1 level. On iReady Diagnostic #3 PA Domain, 38% of students scored at the Tier 1 level.
Measurable Outcome:	Increase student proficiency in PA skills from 38% on iReady D3 to 80% at Benchmark on DIBELS 8th End of Year Assessment.
Monitoring:	Phonological Awareness skills will be monitored three times a year through DIBELS #8, as well as more frequently with formative assessments
Person responsible for monitoring outcome:	Darla Thorne (thorned@highlands.k12.fl.us)
Evidence-based Strategy:	Implementation of 95% Group PA Skills
Rationale for Evidence-based Strategy:	This is a resource our district has provided for schools. Training and materials were also provided as a way to support teachers in instructing students in those phonological awareness skills.

Action Steps to Implement

Daily, systematic implementation of 95% Group PA Skills embedded within the initial, Tier 1 direct instruction of foundational skills.

Person Responsible	Darla Thorne (thorned@highlands.k12.fl.us)
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Provide on going professional learning opportunities for phonological awareness progression, monitoring, and instruction, and accelerating learning strategies.

Person Responsible	Darla Thorne (thorned@highlands.k12.fl.us)
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#2. Other specifically relating to Improve Process Writing Skills

Area of Focus
Description and Rationale: Improve Process Writing Skills

Measurable Outcome: Increase the % of student proficiency on Writing grade from 72% to 80% on 4th nine week Writing grade.

Monitoring: Monthly Writing Samples will be turned in for review by Reading Coach. Writing Prompts will be discussed at PLCs along with review student samples. Teachers will calibrate using a rubric to ensure grading of student work is consistent throughout the school.

Person responsible for monitoring outcome: Danielle Jackson (jacksond2@highlands.k12.fl.us)

Evidence-based Strategy: Daily shared writing

Rationale for Evidence-based Strategy:

Action Steps to Implement

Daily explicit instruction to include
 -Think Aloud model, Shared Writing model, discussion and brainstorming, guided practice with feedback

Person Responsible [no one identified]

Professional Development:
 -Developmental stages of writing in the progression of skills throughout the school year
 -Styles of writing and how they progress through the year, i.e. one event, several events, etc.
 -Calibration of rubrics used to assess student writing

Person Responsible Danielle Jackson (jacksond2@highlands.k12.fl.us)

#3. Other specifically relating to Improve Conceptual Understanding of Number Sense and Operations

Area of Focus Description and Rationale:

Measurable Outcome: Increase the percentage of students from 27% at Tier 1 on iReady Diagnostic #3 to 63% at Tier 1 on iReady Diagnostic #3.

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Daily Number Talks - throughout the day
Daily, explicit instruction in number sense

Rationale for Evidence-based Strategy:

Action Steps to Implement

Number Talks

- Moving from concrete to abstract
- Daily throughout the content areas

Explicit Instruction

- standards based, models of effective instruction (** checking for understanding throughout ALL modules)

Person Responsible Maleah Bowers (bowersm@highlands.k12.fl.us)

Collaborative learning through the PLC process

- Through the PLC process, building teacher knowledge on importance of Number Sense, how it relates to the standard the most effective instructional strategy to ensure mastery.

Person Responsible Maleah Bowers (bowersm@highlands.k12.fl.us)

#4. Other specifically relating to Develop Social and Emotional Skills

Area of Focus Description and Rationale: Based on student behavior data collected last year, it is critical that we address the need to decrease the number of students who are referred to ISS as well as how many days are being spent in ISS by students. Our philosophy is to teach the whole child and at this level, many skills that are needed to be successful in Kindergarten directly relate to our year-long social/emotional curriculum map.

Measurable Outcome: Decrease the number of visits and number of students who are referred to Individualized Student Services from 195 visits/38 students to 150 visits/20 students by May 2022.

Monitoring: We will monitor this area monthly through the ISS data collected: number of visits and number of students who are referred to ISS.

Person responsible for monitoring outcome: Dina Capuano (capuanod@highlands.k12.fl.us)

Evidence-based Strategy: Utilize monthly school-wide SEL modules

Rationale for Evidence-based Strategy: These modules were developed by the Reading Coach. She has deep understanding of developmentally appropriate activities as well as highly engaging literature which supports the focus skill for each month.

Action Steps to Implement

Daily instruction - introduction to skill, model, practice, positive reinforcement, role play, positive reinforcement of focus skill.

Teachers were provided a SEL kit with lesson plans, resources, and books that are related to focus skill of the month.

Person Responsible: Dina Capuano (capuanod@highlands.k12.fl.us)

Guidance lessons - to reinforce monthly SEL modules

Person Responsible: Dina Capuano (capuanod@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our discipline data is not available through Safe Schools for Alex. We will monitor our discipline as stated in one of our primary focus areas. Please see the section on school culture and environment as monitoring discipline data is embedded in that aspect of our school.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

- We ensure all stakeholders have had input on our VISION, MISSION, VALUES, and GOALS of our school. These are revisited each year as well as throughout the school year.
- Teachers, staff, students, and parents are provided a supportive and fulfilling environment through clear communication of all aspects of our school operations. The culture has been built to encourage this in every aspect of our school. We value and trust each other as a school community as well as individuals and colleagues. We hold each other accountable for our high expectations of student learning.
- Learning conditions are set to meet needs of all students. We screen and progress monitor all students based on universal screeners and progress monitoring tools, as well as individual assessments (WIDA, PAST, word lists, math inventories, etc.)
- Roles and responsibilities in student learning are addressed and reinforced in every classroom, every day. It's also reinforced in common areas such as cafe, PE and playground.
- Consulting stakeholder groups to employ school improvement strategies and addressing equity:
PROXIMAL (Teachers, students, families, volunteers, school board members)
BROAD (Early childhood providers, community colleges, social services, business partners)

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Principal - sets tone and provides support to all stakeholders
- Teachers - ensure their classroom environments are positive and a safe place to learn
- Staff - supports the schools operation in creating a positive environment for students.
- Volunteers - help in providing opportunities to celebrate teachers and students through school wide events
- Mentors - N/A
- Families of students - positive interactions with teachers and community members to promote our school and their positive experiences during the school year
- Early childhood provider - we work collaboratively together to help in the transition of pre school to school age students.
- Community college - provide student observers to experience the positive school environment
- Business partners - financially provide opportunities to celebrate teachers and students

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Improve Phonological Awareness Skills	\$0.00
2	III.A.	Areas of Focus: Other: Improve Process Writing Skills	\$0.00
3	III.A.	Areas of Focus: Other: Improve Conceptual Understanding of Number Sense and Operations	\$0.00
4	III.A.	Areas of Focus: Other: Develop Social and Emotional Skills	\$0.00
			Total: \$0.00