Kinder Cub School Inc

2018-19 Schoolwide Improvement Plan

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Kinder Cub School Inc

149 NE 221ST AVE, Cross City, FL 32628

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	35%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dixie County School Board.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Kinder Cub School will partner with our community and with student families to provide a solid foundation in reading and math for our students from which an empire of knowledge can grow and thrive.

Provide the school's vision statement.

Teachers, parents, and students united for the success of all students.

School Leadership Team

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

Name	Title
Harris, Rita	Principal
Taylor, Larry	Teacher, K-12
Beasley, Millie	Teacher, K-12
Weeks, Kay	Teacher, K-12
Brown, Christina	Teacher, K-12
Burton, Melanie	Teacher, K-12
Corbin, Tracey	Paraprofessional
Feltner, Lolena	Paraprofessional

Duties

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

Since we are a small school, EVERYONE participates in and shares best practices and shared decision making as it pertains to students, parents, activities, and responsibilities. Meetings are scheduled by any one of the school team on an as needed basis. However, every Wednesday afternoon we have a standing scheduled meeting. We are our greatest resource but have numerous contacts to ensure we provide the best services for our students and teachers.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	7	4	0	0	0	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	3	0	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	7	2	2	0	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Wednesday 8/1/2018

Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

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

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

Attendance below 90% is our one indicator that fluctuates in our lowest grades K-1 and it is consistently the same few kids (families).

Which data component showed the greatest decline from prior year?

We did not have a decline although our student enrollment increased this year from 72 to 92 students.

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

Have no information on state averages.

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

Suspensions have never been an issue. Our greatest strength is the ability to handle any discipline issue in house.

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

We provide multiple discipline techniques which have worked consistently for 7 years.

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

Areas of Focus:

Activity #1	
Title	Attendance
Rationale	For two years, KCS has had 20% of our students with below average attendance.
Intended Outcome	KCS will provide increased incentives to encourage better school attendance and lower our absences to 15% or less in the 18-19SY.
Point Person	Rita Harris (ritalharris@bellsouth.net)
Action Step	
Description	Recognize Perfect attendance each 9 weeks with awards.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)
Plan to Monitor Effectiveness	
Description	Run attendance each nine weeks and award all who have perfect attendance.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)

Activity #2	
Title	Response to Intervention - Reading Coaches providing intensive intervention in reading and math daily.
Rationale	Bottom quartile needs intervention daily in specific skills.
Intended Outcome	Help bottom quartile achieve mastery.
Point Person	Rita Harris (ritalharris@bellsouth.net)
Action Step	
Description	1. Ensure each student is provided appropriate RTI for Reading. 2. Ensure each student is provided appropriate RTI for Math. 3. Purchase manipulatives and Hands-on parent materials to assist with student skill mastery.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)
Plan to Monitor Effectiveness	
Description	Monitor Reading Coach lesson plans and interventions iReady progress monitoring three times/year Annual SAT 10 achievement test.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)

Part IV: Title I Requirements

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

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

All parents met with teachers and received a Parent Involvement Handbook - Read At-Home Plan that indicates individual student assessments, their child's greatest area(s) of need and how to assist them in one of the six areas of reading proficiency: phonics, phonemic awareness, fluency, high-frequency words, vocabulary, and comprehension .

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Kinder Cub School takes pride in our overall effort by the entire staff to provide support for our families. KCS staff go above and beyond for their students and their parents with personal notes, greetings, phone calls, and invitations. Many staff tutor and mentor after school on their own without any extra compensation. We utilize outside mentoring and counseling services when needed from Meridian Healthcare services and Meridian provides bi-monthly mental health sessions to every classroom.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We have a small school and the PK program is an integral part of our team at KCS. Preschool providers collaborate and articulate with the schools staff and provide valuable insight in the readiness skills of their students. Since all staff know every student, the transition from PK to K is an easy transition as well as to first and second grades. The transition from second grade into Dixie District Schools is more difficult. The district schools are larger and do not provide the family oriented style the students have come to expect. This is the KCS teams greatest concern for our students as they must leave after second grade.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Since we are a small school, EVERYONE participates in and shares best practices and shared decision making as it pertains to students, parents, activities, and responsibilities. Meetings are scheduled by any one of the school team on an as needed basis. However, every Wednesday afternoon we have a standing scheduled meeting. We are our greatest resource but have numerous contacts to ensure we provide the best services for our students and teachers. Wednesday meetings are scheduled fore and foremost to discuss and strategize specific student RTI needs for specific skill interventions. KCS utilizes iReady and SAT10 data , as well as the Early Warning Indicators on Skyward to guide and help strategize the specific skill interventions needed by each student. KCS also works closely with the Title 1 Coordinator to utilize funds which will have the greatest ability to provide direct services, and impact student success.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

KCS has a variety of partnerships with various career and business organizations within and outside our immediate community. KCS has various guest speakers from UF Health, UF Nutrition, Meridian, local forestry and EMS services. Each year our local county officials participate in Literacy Week and provide

all students a wonderful opportunity to listen and learn how important it is to be literate and contributing members of society. These strategies help our young population learn early the importance of learning, loving to read and the impact reading has on their future careers.

Part V: Budget

Total:	$41,180.00