

Dixie District Schools

Kinder Cub School Inc



2019-20 Schoolwide Improvement Plan

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Kinder Cub School Inc

149 NE 221ST AVE, Cross City, FL 32628

[no web address on file]

Demographics

Principal: Aimee Underwood

Start Date for this Principal: 8/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Dixie County School Board on 9/10/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-2</p>	<p>2018-19 Title I School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">%</p>

School Grades History

Year
Grade

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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	Job Duties and Responsibilities
Harris, Rita	Principal	To lead the entire KCS family by managing all administrative tasks with a positive and enthusiastic manor that motivates the staff, parents, and students within a safe, inviting, and smoothly running learning environment.
Taylor, Larry	Teacher, K-12	
Beasley, Millie	Teacher, K-12	
Brown, Christina	Teacher, K-12	
Burton, Melanie	Teacher, K-12	
Corbin, Tracey	Paraprofessional	
Feltner, Lolena	Paraprofessional	
Shivley, Stephanie	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	28	23	0	0	0	0	0	0	0	0	0	0	82
Attendance below 90 percent	3	2	4	0	0	0	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	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	0	2	0	0	0	0	0	0	0	0	0	0	0	2

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	4	3	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	2	0	0	0	0	0	0	0	0	0	0	2

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

5

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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 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	2	2	0	0	0	0	0	0	0	0	0	0	0	4

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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 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	2	2	0	0	0	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	57%	0%	54%	55%
ELA Learning Gains	0%	58%	58%	0%	45%	57%
ELA Lowest 25th Percentile	0%	51%	53%	0%	46%	52%
Math Achievement	0%	70%	63%	0%	62%	61%
Math Learning Gains	0%	72%	62%	0%	62%	61%
Math Lowest 25th Percentile	0%	66%	51%	0%	51%	51%
Science Achievement	0%	60%	53%	0%	60%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	31 (0)	28 (0)	23 (0)	82 (0)
Attendance below 90 percent	3 (3)	2 (7)	4 (4)	9 (14)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (3)	4 (3)	1 (0)	5 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

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

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

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

Subgroup Data

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

ESSA Data

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

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

Subgroup Data

Analysis

Data Reflection

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

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

Attendance below 90% is an indicator that has little fluctuation and is generally the same ones or from the same families.

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

Our retention in kindergarten showed the most decline but our records show the same number. However our numbers went from 92 this year to 116 (PK-2).

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

For some reason, we are not seeing information on state averages for the averages. However, having a very small number in each of the components with an average below 10% of our student population, should provide our school with a very limited gap in any component.

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

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

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

Anderson Elementary School had no identified areas of concern and therefore, Kinder Cub School had no listed areas as well.

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

1. We will consistently try to improve and award students for good Attendance. They can not learn if they are absent.
2. Provide more intensive RTI to students in need of specific skill remediation in reading and math.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Less than 9% of our student body had attendance below the 90%, but we strive to improve each year
State the measurable outcome the school plans to achieve	KCS will strive to provide increased incentives to encourage better school attendance and lower our rate by the 19--20SY.
Person responsible for monitoring outcome	Rita Harris (ritalharris@bellsouth.net)
Evidence-based Strategy	Students who do not attend school on a consistent basis are less prepared than their peers who are at school on a consistent basis.
Rationale for Evidence-based Strategy	Data provided by NEFEC, our district consortium, has a program that identifies the specific Early Warning Indicators by school. This format allows us to see individually, the need for each targeted student.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor 5, 10, and 15 day absences and send resource officer to home after the first two documented discussions with parents. 2. Report families when student misses excessive days from school. 3. 4. 5.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)
#2	
Title	Response to Intervention Reading
Rationale	The KCS difference as a charter school lies in our attention to the lower quartile of students, who need attention to specific skill deficit in math.
State the measurable outcome the school plans to achieve	KCS will increase the number of RTI students who master identified skills by 10% during the year in reading.
Person responsible for monitoring outcome	Rita Harris (ritalharris@bellsouth.net)
Evidence-based Strategy	Students have an immediate response to targeted skills that have not been mastered, have a greater chance of keeping up with their peers in each grade level in reading.
Rationale for Evidence-based Strategy	Individualized intervention helps the students in the bottom quartile achieve mastery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify TIER 2 and TIER 3 students. 2. Ensure each student is provided appropriate RTI for Reading. 3. Monitor para-professional lesson plans for appropriate documented interventions. 4. 5.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)

#3	
Title	Response to Intervention Math
Rationale	The KCS difference as a charter school lies in our attention to the lower quartile of students, who need attention to specific skill deficit in math.
State the measurable outcome the school plans to achieve	KCS will increase the number of RTI students who master identified skills by 10% during the year in math.
Person responsible for monitoring outcome	Rita Harris (ritalharris@bellsouth.net)
Evidence-based Strategy	Students have an immediate response to targeted skills that have not been mastered, have a greater chance of keeping up with their peers in each grade level in reading.
Rationale for Evidence-based Strategy	Individualized intervention helps the students in the bottom quartile achieve mastery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify TIER 2 and TIER 3 students. 2. Ensure each student is provided appropriate RTI for Reading. 3. Monitor para-professional lesson plans for appropriate documented interventions.
Person Responsible	Rita Harris (ritalharris@bellsouth.net)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

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

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

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-weekly 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 Tuesday 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

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

1	III.A.	Areas of Focus: Attendance				\$0.00
2	III.A.	Areas of Focus: Response to Intervention Reading				\$18,882.42
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	1140	100-Salaries	0043 - Kinder Cub School Inc	Title, I Part A		\$18,882.42
			<i>Notes: Two RTI para-professionals (.5 in reading RTI)</i>			
3	III.A.	Areas of Focus: Response to Intervention Math				\$18,882.42
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1142	100-Salaries	0043 - Kinder Cub School Inc	Title, I Part A		\$18,882.42
			<i>Notes: Two RTI para-professionals (.5 in reading RTI)</i>			
					Total:	\$44,640.00