Kinder Cub School Inc

2020-21 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: 8/22/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 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 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.](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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Kinder Cub School Inc

149 NE 221ST AVE, Cross City, FL 32628

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	Yes	%

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

School Grades History

Year

Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities 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	
Feltner, Lolena	Paraprofessional	
Shivley, Stephanie	Teacher, K-12	

Demographic Information

Principal start date
Saturday 8/22/2020, Aimee Underwood

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

5

Demographic Data

2020-21 Status (per MSID File)	Active
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Regional Executive Director	[Cassandra Brusca](#)
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Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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	35	34	20	0	0	0	0	0	0	0	0	0	0	89
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	3	1	0	0	0	0	0	0	0	0	0	0	12
Course failure in Math	8	3	1	0	0	0	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	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	

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	8	3	1	0	0	0	0	0	0	0	0	0	0	12

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	8	3	1	0	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	1	1	0	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Saturday 8/22/2020

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	
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

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	
Number of students enrolled	37	27	22	0	0	0	0	0	0	0	0	0	0	86
Attendance below 90 percent	3	2	4	0	0	0	0	0	0	0	0	0	0	9
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	8	3	1	0	0	0	0	0	0	0	0	0	0	12
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	8	3	1	0	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	1	1	0	0	0	0	0	0	0	0	0	0	2

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**	
	(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.

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	

ESSA Federal Index	
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.

Due to the COVID -19 pandemic, students had been out of school with little to no means of direct instruction. KCS is the only school in the district to have individual students tested on the final iReady diagnostics in reading and math. All students showed a decline in reading and math based on the final assessment, therefore this will be our greatest need to increase performance.

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

Due to the COVID -19 pandemic, students had been out of school with little to no means of direct instruction. KCS is the only school in the district to have individual students tested on the final iReady diagnostics in reading and math. All students showed a decline in reading and math based on the final assessment, therefore this will be our greatest need to increase performance.

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.

Due to the COVID -19 pandemic, students had been out of school with little to no means of direct instruction. KCS is the only school in the district to have individual students tested on the final iReady diagnostics in reading and math. All students showed a decline in reading and math based on the final assessment, therefore this will be our greatest need to increase performance.

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

Attendance increased up and until the COVID-19 pandemic closed schools across the country.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Intensive remediation with RTI in all reading components and across all grade levels.
2. Intensive remediation with RTI in all math components and across all grade levels.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Due to the COVID pandemic, students that returned to school were given the iReady diagnostic, ESGI, FLKRS, and informal assessments in reading. Upon review, first and second grade students showed significant deficits in overall reading skills.
Measurable Outcome:	By August 2021, 80% of all K-2 students will show an increase in reading skill proficiency based on the initial iReady Reading diagnostic.
Person responsible for monitoring outcome:	Rita Harris (ritalharris@bellsouth.net)
Evidence-based Strategy:	KCS will implement an immediate and intensive TIER intervention program focusing on individual student skill deficiencies in reading.
Rationale for Evidence-based Strategy:	As the CFRR has indicated, targeting specific skill needs will result in higher student achievement.

Action Steps to Implement

Share SIP are of focus and measurable goals with staff. Give students initial i-Ready, informal assessments and ESGI. Analyze data to determine student needs. Provide teachers with materials and/or programs of support to use during tiered intervention (i.e. additional resources to provide hand-on practice related to skill needs)time. Reassess progress via i-Ready and ESGI with progress checks and at mid and end of year, continuously making changes as needed based on data.

Person Responsible	Rita Harris (ritalharris@bellsouth.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Due to the COVID pandemic, students that returned to school were given the iReady diagnostic, ESGI, FLKRS, and informal assessments in math. Upon review, first and second grade students showed significant deficits in overall math skills.
Measurable Outcome:	By August 2021, 80% of all K-2 students will show an increase in math skill proficiency based on the initial iReady Math diagnostic.
Person responsible for monitoring outcome:	Rita Harris (ritalharris@bellsouth.net)
Evidence-based Strategy:	KCS will implement an immediate and intensive TIER intervention program focusing on individual student skill deficiencies in math.
Rationale for Evidence-based Strategy:	As the CFRR has indicated, targeting specific skill needs will result in higher student achievement.

Action Steps to Implement

Share SIP are of focus and measurable goals with staff. Give students initial i-Ready, informal assessments and ESGI. Analyze data to determine student needs. Provide teachers with materials and/or programs of support to use during tiered intervention (i.e. additional resources to provide hand-on practice related to skill needs)time. Reassess progress via i-Ready and ESGI with progress checks and at mid and end of year, continuously making changes as needed based on data.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 reading and math. We have given the initial diagnostics using three-four forms of measurement: i-ready, ESGI, FLKRS (K), and informal assessments (1-2). With this data compiled, we determined that a second set of progress monitoring given in three weeks would give us our best baseline data as students have been out of school with little to no instruction for 6 months. From there, we will implement rigorous and intensive instruction to skill deficits on an individual basis. In addition, we will continue to recognize student attendance with quarterly rewards. Due to the COVID, we will encourage greater participation with our remote learner families by encouraging better communication between school and home assuring students receive the best services possible. We will encourage families to return to school, as we eliminate their fears by establishing a safe school environment.

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 ensuring all stakeholders are involved.

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 . We also received a grant for our families greatest need and that is to provide internet within their homes (CSP). Therefore, parents have met one-on-one with the principal to agree by contract, to assist their child(ren), teacher and school in using the new internet access to help us help their child to make up any lost knowledge due to the loss of time in instruction.
KCS is a small school with limited resources. However, our board members are active in the local education association. We contract with a local mental health and social services company. We also participate in community outreach programs including: Literacy Week with courthouse officials, Honoring our local veteran hero's, and our local nursing home Easter luncheon. Yearly KCS brings in groups that provide forms of the arts. They include puppeteers and art education. These stakeholders ensure that our students receive more than academics but a well-rounded understanding of the importance of community and diversity in their lives.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00