

Dixie District Schools

Kinder Cub School Inc



2022-23 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: 8/22/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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.

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

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	28%

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Underwood, Aimee	Assistant Principal	Coordinate all programs within the school to assure continued growth for students, staff, and families.
Brown, Christina	Parent Engagement Liaison	
Shivley, Stephanie	Teacher, K-12	
Burton, Melanie	Teacher, K-12	

Demographic Information

Principal start date

Monday 8/22/2022, Aimee Underwood

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

101

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	35	25	0	0	0	0	0	0	0	0	0	0	91
Attendance below 90 percent	9	11	12	0	0	0	0	0	0	0	0	0	0	32
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	4	2	0	0	0	0	0	0	0	0	0	0	0	6
Course failure in Math	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	6	7	7	0	0	0	0	0	0	0	0	0	0	20

Using the table above, complete the table below with the number of students by current grade level who have 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	4	2	1	0	0	0	0	0	0	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	2	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 10/18/2022

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	32	36	26	0	0	0	0	0	0	0	0	0	0	94
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	7	3	2	0	0	0	0	0	0	0	0	0	0	12
Course failure in Math	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	7	3	2	0	0	0	0	0	0	0	0	0	0	12

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	7	3	0	0	0	0	0	0	0	0	0	0	17

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	6	3	0	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	32	36	26	0	0	0	0	0	0	0	0	0	0	94
Attendance below 90 percent	17	10	12	0	0	0	0	0	0	0	0	0	0	39
One or more suspensions	1	2	1	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	5	4	6	0	0	0	0	0	0	0	0	0	0	15
Course failure in Math	1	3	4	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	7	3	2	0	0	0	0	0	0	0	0	0	0	12

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	4	2	0	0	0	0	0	0	0	0	0	0	8

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	9	4	0	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	2	0	0	0	0	0	0	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		60%	56%					59%	57%
ELA Learning Gains								58%	58%
ELA Lowest 25th Percentile								51%	53%
Math Achievement		64%	50%					70%	63%
Math Learning Gains								72%	62%
Math Lowest 25th Percentile								66%	51%
Science Achievement		74%	59%					60%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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
SWD	30	31		34	31		40				
BLK	25			28							
WHT	57	53	36	61	48	47	61				
FRL	47	59	43	52	50	38	67				
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

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

Part III: Planning for Improvement

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?

Based on the SAT10 data, students had a higher percentage rate of proficiency in math than reading across grade levels. The areas of concern from our previous year have increased in proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the End of Year iReady Reading Diagnostic, the areas of need are in phonics and vocabulary. Based on the End of Year iReady Math Diagnostic, the area of need is geometry.

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

We will implement Saxon phonics this year in 2nd grade. Teachers will provide small group instruction that is engaging and motivating to strengthen the weak areas of need. Teachers will use text talks to increase discussion of vocabulary in context and enrich our students vocabulary. Students will be encouraged to use self-monitoring and reflection to monitor their progress.

Teachers will utilize math manipulatives to engage students in hands on experiences with geometry concepts. The use of real world application in the classroom will be utilized as well.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on iReady testing data, in the area of reading, the most improvement was shown in comprehension with a focus on literature, but with informational comprehension and high frequency words in close race. In the area of math, iReady data showed most growth in numbers and operations paired with measurement and data.

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

One contributing factor I believe is that the areas we improved most in were our focus areas from last year. I find the reflection of our teachers on best practices used to increase student proficiency helped tremendously. We also utilized the state list of book recommendations to enhance student learning in reading, while also integrating reading within science and social studies. Helping with our math improvement was making sure that our students were allotted enough time to practice and understand the basics first, and then moving to the multistep application problems. The continued use of data reflection used by our teachers to make sure that students with intervention needs were being met with engaging and explicit instruction also is a major factor in our improvement.

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

We will set goals to encourage our students to continue to work to reach new expectations. Small group instruction will be explicit and purposeful. We will meet monthly to review data and problem solve any areas of need. Mentor teachers will provide modeling and planning to increase all teachers knowledge of evidence based strategies.

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.

We will have professional development on the science of reading to increase the knowledge of how all the components of reading are intertwined and how to effectively teach them. Also, we will have trainings on text talks to increase teachers abilities to use books to enrich our students background knowledge and vocabulary, as well as comprehension. We will use lead teachers to provide trainings on using math manipulatives effectively.

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

Establish PLC where teachers and admin collaborate together to share strategies and techniques to best support all of our students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

Based on the End of Year iReady Reading Diagnostic, KCS 2nd grade had 21% below grade in the area of phonics.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

By the End of Year iReady Reading Diagnostic 2023, our 2nd grade students schoolwide will decrease the percentage of students scoring below grade level in phonics from 21% to 11%.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

We will monitor by evaluating a variety of assessments including iReady diagnostics, FAST (STAR) progress monitoring, Saxon assessments, formal and informal class assessments, etc...

**Person
responsible for
monitoring
outcome:**

Aimee Underwood (aimee.underwood@kindercubschool.com)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented
for this Area of
Focus.**

KCS will implement an immediate and intensive TIER intervention program focusing on individual student skill deficiencies in reading. The evidence-based strategies that will be implemented will include: small group instruction (effect size .47), phonics instruction (effect size .70), RTI (effect size 1.29), scaffolding (effect size .82) and questioning (effect size .48)

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.**

The rationale for selecting these strategies is that students who are in need of additional assistance through a tiered system intervention learn best in small group or one-to-one situations. Using a systematic and repetitive intervention for these students best meets their needs. The rationale for the selected evidence-based strategies above is (according to evidence from Hattie's Visible Learning Strategies studies) when these evidence-based strategies are implemented with fidelity they have been shown to accelerate or considerably accelerate student achievement, as shown by their effect size of .40 or greater.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share SIP focus and goals with all faculty

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Give initial diagnostic testing to all students

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Analyze data to determine student needs

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Provide teachers with materials and/or programs of support to use during tiered intervention time

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Reassess progress through frequent progress checks continuously making changes as needed based on data

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Utilize Title I funds to purchase supplemental resources, tools and/or materials as needed to support the area of focus above.

Person Responsible [no one identified]

Give initial diagnostic testing to all students

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Analyze data to determine student needs

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Provide teachers with materials and/or programs of support to use during tiered intervention time

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Reassess progress through frequent progress checks continuously making changes as needed based on data

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Utilize Title I funds to purchase supplemental resources, tools and/or materials as needed to support the area of focus above.

**Person
Responsible**

[no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the End of Year iReady Math diagnostic, KCS overall had 88% of our students at mid or above grade level with an area of concern in geometry.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the End of Year iReady Math diagnostic 2023, our student schoolwide will increase the percentage of students on mid/above grade level percent from 88% to 92% with a focus on geometry.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor by evaluating a variety of assessments including iReady diagnostics, FAST (STAR), formal and informal class assessments (ex. Go Math), and others based on grade levels.

Person responsible for monitoring outcome:

Aimee Underwood (aimee.underwood@kindercubschool.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

KCS will implement an immediate and intensive TIER intervention program focusing on individual student skill deficiencies in reading. The evidence-based strategies that will be implemented will include: small group instruction (effect size .47), phonics instruction (effect size .70), RTI (effect size 1.29), scaffolding (effect size .82) and questioning (effect size .48)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies is that students who are in need of additional assistance through a tiered system intervention learn best in small group or one-to-one situations. Using a systematic and repetitive intervention for these students best meets their needs. The rationale for the selected evidence-based strategies above is (according to evidence from Hattie's Visible Learning Strategies studies) when these evidence-based strategies are implemented with fidelity they have been shown to accelerate or considerably accelerate student achievement, as shown by their effect size of .40 or greater.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share SIP focus and goals with all faculty

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Give initial diagnostic testing to all students

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Analyze data to determine student needs

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Provide teachers with materials and/or programs of support to use during tiered intervention time

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Reassess progress through frequent progress checks continuously making changes as needed based on data

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

Utilize Title I funds to purchase supplemental tools, resources and materials as needed to support the area of focus above.

Person Responsible Aimee Underwood (aimee.underwood@kindercubschool.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

KCS will provide explicit phonics instruction using Saxon Phonics with small group intensive MTSS instruction.

***Though not a RAISE school, KCS completed this section because we are considered a feeder school for Anderson Elementary School (which is a RAISE school due to their 4th grade ELA scores meeting RAISE qualifying criteria).

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA as KCS is a PK - 2 charter school

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

KCS grade 2 will decrease from 21% to 11% of students below grade level in phonics proficiency

***Though not a RAISE school, KCS completed this section because we are considered a feeder school for Anderson Elementary School (which is a RAISE school due to their 4th grade ELA scores meeting RAISE qualifying criteria).

Grades 3-5: Measureable Outcome(s)

NA as KCS is a PK - 2 charter school

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor this through iReady diagnostics, FAST progress monitoring, and formal/informal assessments

***Though not a RAISE school, KCS completed this section because we are considered a feeder school for Anderson Elementary School (which is a RAISE school due to their 4th grade ELA scores meeting RAISE qualifying criteria).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Underwood, Aimee, aimee.underwood@kindercubschool.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

KCS will implement an immediate and intensive TIER intervention program focusing on individual student skill deficiencies in reading. The evidence-based strategies that will be implemented will include: small group instruction (effect size .47), phonics instruction (effect size .70), RTI (effect size 1.29), scaffolding (effect size .82) and questioning (effect size .48)

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these strategies is that students who are in need of additional assistance through a tiered system intervention learn best in small group or one-to-one situations. Using a systematic and repetitive intervention for these students best meets their needs. The rationale for the selected evidence-based strategies above is (according to evidence from Hattie's Visible Learning Strategies studies) when these evidence-based strategies are implemented with fidelity they have been shown to accelerate or considerably accelerate student achievement, as shown by their effect size of .40 or greater.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Staff surveyed to identify greatest area of weakness	
Analyze data to see areas of need	Underwood, Aimee, aimee.underwood@kindercubschool.com
Provide Professional Development	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Kinder Cub School strives daily to build a positive culture and environment. Maintaining strong parent to school relationships is vital. We maintain this by providing our parents with the necessary knowledge to help their child at home, along with daily communication and community events. We provide our parents with a Parent Involvement Handbook- Read at Home plan that indicates individual student assessments, their child's greatest area 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. As well as math concept practice. Here we are a team, where everyone is working hard to supply what each child needs. We focus on not only the academics for our students, but the whole child, making sure they feel welcome and learn life long skills to be well rounded individuals.

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

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 of 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.