

**FLORIDA DIFFERENTIATED ACCOUNTABILITY  
PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN**

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**School Name: KETTERLINUS ELEMENTARY SCHOOL**

**District Name: St. Johns**

**Principal: Wayne Jenkins**

**SAC Chair: Mary Ballinger & Kerry Prodromides**

**Superintendent: Dr. Joseph Joyner**

**Date of School Board Approval: November 10, 2008**

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**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

### Ketterlinus Elementary School Vision Statement

The teachers, staff, students, and families of the Ketterlinus community are committed to the spirit of honesty, respect, and caring in our endeavor for quality education and the building of character.

### Ketterlinus Elementary School Mission Statement

KES will accomplish the highest academic achievement possible for each of our students within a safe learning environment that is staffed by caring, highly qualified teachers and staff.

### Ketterlinus Elementary School Value Statements

- We believe "all children can learn and succeed" but not on the same day in the same way.
- We believe that increased student achievement, along with school safety, should be our top priorities.
- We support the six pillars of character as outlined in the Character Counts! Program.
- We strive to build a true professional learning community.
- We understand the critical connection between home and school.
- While supporting high standards and the need for a core academic curriculum, we also believe in the theory there are multiple intelligences in human beings.

## SCHOOL PROFILE DEMOGRAPHICS

Ketterlinus Elementary School (KES) is one of the St. Johns County School District's (SJCSD) oldest schools. In its long history, KES has served as a high school, middle school, junior high, and as an elementary school for the last 17 years.

Ketterlinus is one of 17 elementary schools in the SJCS. Ketterlinus is the only SJCS school located in historic downtown St. Augustine. KES has about 485 students in grades K-5. Fifty-four percent of our students are male and 46% are female. About 85% are white, 8% black, and 7% other races (i.e., Hispanic, Asian, Multi-racial). Approximately 19% of our students have an active Individual Education Plan (IEP) and are served by the Exceptional Student Education (ESE) program. In our 2008 February FTE, 39% were listed as economically disadvantaged by virtue of being on free or reduced lunch. Less than 1% of our students are Limited English Proficient (LEP).

KES was designated as an "A" school by the Florida Department of Education for 2007-2008. KES has been an "A" school seven of the last eight years. Although we did not make Adequate Yearly Progress (AYP) in 2008, we did meet 92% of the No Child Left Behind (NCLB) criteria.

KES is in the St. Augustine High School feeder pattern along with First Coast Technical High School, Murray Middle, Sebastian Middle, Crookshank Elementary, R. B. Hunt Elementary, Osceola Elementary, and The Webster School. KES has a very active Parent Teacher Organization (PTO) that raised over \$8,000 last year for our school. The PTO goal this year is to raise \$20,000. The PTO also enjoys the support of several business partners. KES is fortunate to have a very large volunteer program that has logged in over 6,000 hours of volunteerism.

We receive Supplemental Academic Instruction (SAI) money which is used to hire instructional personnel to work with our academically most needy students.

In summary, KES is an excellent school that most definitely works towards fulfilling its mission to accomplish the highest academic achievement possible for each of our students within a safe learning environment staffed by caring, highly qualified teachers and staff. There are many indications of our positive reputation in the community. Strong evidence demonstrates that parents view the school very favorably. The SAC Needs Assessment, for instance, demonstrates wide parental approval for our school. Another interesting fact is that Ketterlinus Elementary School has more students attending our school on out-of-zone waivers than any other school in the SJCS.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

#### Principal Wayne Jenkins

Wayne Jenkins has worked as the principal of Ketterlinus Elementary School nearly six years. He has a Master's Degree in Guidance Counseling and a second Master's Degree in Educational Leadership, both from the University of North Florida. Mr. Jenkins is certified in Principalship (K-12), Guidance (K-12), and Social Studies (9-12). In 2002, he was recognized as the St. Johns County School District Assistant Principal of the Year. In 2002, Mr. Jenkins received statewide recognition by the Florida Department of Education by being named the Florida High School Assistant Principal of the Year.

Mr. Jenkins has over thirty-four years of varied educational experience as a teacher, athletic coach, counselor, department head, and site-based school administrator. Mr. Jenkins whole-heartedly embraces the concept of building a true professional learning community (PLC) in the school.

#### Assistant Principal Sue Smith

Sue Smith is the Assistant Principal of Ketterlinus Elementary School. She has a Master's in Education and brings with her over thirty years experience. Mrs. Smith has worked in the St. Johns County School District for the past eight years. Prior to moving to St. Johns County, Mrs. Smith was the superintendent of Lamar

County School District in Mississippi. During her tenure with the Lamar County Schools, she led them from a Level B to a Level A school district (Level A is the highest attainment). This is Mrs. Smith's first year at Ketterlinus. Mrs. Smith is known throughout the St. Johns County school community as a dedicated professional who always does what is best for students. Mrs. Smith is highly knowledgeable in the area of curriculum and instruction. She is a hands-on administrator and is known as an excellent problem solver. Mrs. Smith coordinates, along with our guidance counselor, our standardized testing program, including both formative and summative assessments. She helps monitor the progress of all of our students and enters data into the Progress Monitoring and Reporting Network (PMRN). Mrs. Smith has exceptional interpersonal skills and is admired and respected by all.

## Recruitment/Retention of Highly Qualified Teachers

**Note: Required for Title I**

St. Johns County, located in Northeast Florida is widely recognized for its quality of life, high standard of living, and unique recreational opportunities. In fact, with a population of over 155,000, St. Johns County is one of the fastest growing counties in the United States according to federal statistics. The city of St. Augustine is well known as "the nation's oldest city."

The St. Johns County School District (SJCS D), certainly one of Florida's premier school districts, has attracted quality teachers for years. The SJCS D is known for high academic standards, competitive salaries and benefits, and an excellent work environment. The high level of achievement and attractive working conditions in St. Johns County Schools bring in the best and brightest applicants. The SJCS D has received an "A" from the state department of education for 6 out of the last 8 years.

The Paperless Applicant Tracking System (PATS) implemented by the SJCS D Human Resource Department allows principals 24 hours a day, 7 days a week access to a large pool of applicants. The system screens applicants, including determining certification and highly-qualified status, as well as a Teacher Insight Score. Applications and resumes are available for view on each teacher candidate.

**No Attached Staff List**

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: Required for Title I**

### School Wide Improvement Model

**Note: Required for Title I**

Ketterlinus Elementary School utilizes a model of Plan Do Check Act.

PLAN the activities for implementation, including professional development, materials acquisition, and support. DO the work included in the planning, and implement in the classroom. CHECK for progress of the plan's implementation through progress monitoring and checking for fidelity of implementation. ACT upon the results of the check.

First, our school improvement efforts are guided by our school vision, mission, and core value statements. These emphasize improved academic performance and character development. Second, we constantly analyze our data, including demographics and standardized testing results, in order to monitor student progress, assess the effectiveness of our overall program, and adjust our goals accordingly.

More information on the PDCA can be found at <http://www.isixsigma.com/me/pdca/>.

## NCLB Public School Choice

**Note: Required for Title I**

The two main ways we communicate with our parents are our school web site ([www.kes.stjohns.k12.fl.us/index.html](http://www.kes.stjohns.k12.fl.us/index.html)) and our parent/student newsletter, The Dolphin Digest. Our Webmaster, Linda Barnes, does an excellent job managing our website. Parents, students, faculty, and community members have found the KES website to be very informative. It is updated with homework assignments, spelling and vocabulary words, and classroom events on the teacher pages. The school-wide and District calendars, Dolphin Digest, SAT and FCAT resource links, lunch menus, SAC and PTO minutes are updated regularly on the community pages. All KES Accelerated Reader (AR) books are listed by title and reading levels on the media center pages. Contest rules, such as Box Tops 4 Education and art poster contests, are located on resource pages. Expanding the KES website to include interactive web pages is currently being explored.

Our Dolphin Digest goes home to parents each week. It contains a letter from the principal, a calendar, the PTO Corner, news from the school, the SAC agenda, and other items of common interest,

KES is also known for its outstanding PTO. Our PTO sponsors numerous activities for our school and raised about \$8,000 last year. These activities include PTO Grade-Level Open Houses and Forums, Family Sports Night in St. Augustine, Fall Festival, a Holiday Celebration and Silent Auction. The PTO also has several business partners. We have also been a Florida DOE Golden School and Five Star School for parental involvement and volunteerism for several years.

Information regarding individual student progress is communicated through the use of progress monitoring documents, daily student planners, weekly e-mails from the teacher, Individual Education Plans (IEP) and 504s, as required. Progress reports are sent home between interim periods to provide additional feedback to parents. A quarterly report card is sent home. In grades K-2, the SJCSD has a standards-based report card.

We also use ALERT NOW to communicate with parents via the telephone. This is used for important announcements or school emergencies.

**Show Attached Public School Choice Notice to Parents file**

**No Attached Notification of SINI Status file**

## Pre-School Transition

**Note: Required for Title I**

In May of each school year, KES sponsors a program designed to introduce Pre-Kindergarten students and their parents to our school. Area Pre-K students in our school zone will be invited to visit Ketterlinus for a tour of the site. A brief program will be held to educate those in attendance about various aspects of our school (e.g., academic program, curriculum, special needs programs, formative and summative assessments, etc.). Key teachers and staff members will be introduced, along with a discussion of rules and expectations. The new kindergarten standards-based report card, as well as the school readiness instrument, Florida Kindergarten Readiness Screener (FLKRS), will be discussed. The whole idea is to assist preschool children and their parents with the transition from early childhood programs to our elementary school program.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

## Teacher Mentoring

Note: Required for Title I

The mentoring program is a district-wide program designed to pair beginning teachers with experienced teachers to provide support for the beginning teacher in the St. Johns County School District. Randy Johnson is the district's coordinator of the mentoring program. His primary duties are to arrange the initial training program for the beginning teachers, ensure partnership of a mentor for support, and to evaluate the mentor's survey at the end of the beginning teacher's first year. Activities include, but are not limited to the following: scheduling, lesson plans, assistance with school forms and reports, setting up the classroom for first day of school, preparing report cards, organizing field trips, and offering any support the first-year teacher may need. After the first semester, the mentor/mentee program becomes one of a continued learning relationship. Beginning teachers attend a three-day preplanning workshop with the second half of the third day devoted to pairing the mentor with the mentee so they may begin their partnership. At the conclusion of the workshop, teachers are provided with a Mentor Resource Notebook, along with two other books to provide guidance and support to the mentor and mentee. Individual principals of each school are responsible for pairing the beginning teacher with the mentor. Selection criteria for the mentors would include teacher's experience, grade-level complement, and location proximity. It is recommended the mentor and mentee meet at least once a week. At Ketterlinus, we only have one new teacher this year. He was assigned an experienced teacher as a mentor.

### No Attached Teacher Mentoring List

## Extended Learning Opportunities

Note: Required for Title I

1. Extended learning opportunities were made available through Title I for struggling readers for four weeks this past summer. Struggling students in kindergarten, first, second, and fourth grade were served. There was also the Third Grade Reading Camp for those children who scored level one on the FCAT. The summer school program features research-based Leap Frog Learning Systems, Soar to Success, Houghton Mifflin guided reading, Read Naturally, Readers Theater, Great Leaps, and Success Maker Lab experiences. (Research gathered supporting the success of these programs in schools having demographics and subgroup needs comparable KES, however, is no longer a title I school.)
2. Research-based learning strategies used for reading intervention include Soar to Success, Early Success, Great Leaps, small-group guided reading opportunities using Scholastic's Leveled Reading Library, Accelerated Reader, Read Naturally, SRA, and Success Maker computer-based instruction. Students' skills levels are assessed and their progress monitored using the FLKRS, Emergent Literacy Survey (ELS), DIBELS, Scholastic Reading Inventory (SRI), DAR and Houghton Mifflin Theme Skills Tests and Leveled Reading Passages. The DIBELS and SRI are administered at the beginning, middle, and end of the school year and are reported on the PRMN. Writing prompts scored using the FCAT rubric are administered school-wide four times a year to determine growth in writing.
3. As provided by the No Child Left Behind mandate, free after-school tutoring was also available to our students in 2007-2008. These services were offered to our free/reduced lunch students by a variety of private SES tutoring providers.
4. About 20 Ketterlinus students in grades 3-5 are paired with a mentor through the Big Brothers/ Big Sisters Organization. Students visit for an hour a week with their "Big" either during lunch time or during their attendance to the after-school daycare program to practice skills work, share conversation, and spend quality time together. The Big Brothers/Big Sisters Organization tracks academic and behavioral progress of students between the beginning and end of the year to show improvement in these areas.
5. Our Music teacher offers two musical enrichment programs: the Dolphin Chorus and the Performance Ensemble. These musical opportunities promote self discipline, music appreciation, and enhance academic achievement.
6. KES will continue to serve about 150 students through the Teams of Tomorrow (TOT) program. There are five teams organized by skill level. The TOT program teaches basketball ball-handling skills. The Teams of Tomorrow will continue to perform at events, such as: the State of Florida Physical Education Conference in Orlando; professional basketball teams, such as the Orlando Magic, Miami Heat, and Harlem Globetrotters; and at exhibitions held at Flagler College and the University of North Florida.

7. The Media Center hosts at least two Scholastic Book Fairs a year in which the library is open on select evenings. This allows parents and children to attend together.

8. The YMCA of St. Augustine offers early morning and after-school extended day services. Tutors work with the children as needed, as well as supervise a homework session.

## SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

## GOALS

### Goal: Reading

**\*Note: Required for Title I**  
**Scroll down for school data**

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<b>*Needs Assessment:</b>	<p>Results from 2007-2008 Florida Comprehensive Assessment Test (FCAT)            88% of students reading at or above grade level            72% of students making a year's worth of learning gains            53% of lowest quartile making adequate progress</p> <p>Following collection of data from the 2007-2008 Ketterlinus FCAT and SAT reading scores, it was determined by our SAC team to again feature reading as a major goal in 2008-2009.</p>
<b>*Objective:</b>	<p>Objective One: By school-year 2008-2009, 90% of Ketterlinus Elementary School third through fifth-grade students will score at or above achievement level three on FCAT Reading.</p> <p>Objective Two: By 2008-2009 65% of all No Child Left Behind (NCLB) subgroups will score at the proficiency level on FCAT Reading.</p> <p>Objective Three: By school year 2008-2009, at least 60% of the lowest quartile of Ketterlinus Elementary School third through fifth-grade students will make adequate progress in reading on the FCAT.</p>
<b>*Strategies:</b>	<p>1) Identify/focus on lowest quartile in reading. (2) Identify/focus on NCLB subgroups. (3) Progress monitor all students with DIBELS in K-2 and lowest quartile in grades 4 and 5. (4) Utilize Think Link in grades 2-5 to monitor progress and drive instruction 3 times a year. (5) Utilize Read Naturally to improve fluency. (6) Utilize Success Maker Lab to improve reading skills. (7) Utilize Accelerated Reader to improve fluency, vocabulary, and comprehension. (8) Implement an RtI/Child Study hybrid model to use research-based instruction and interventions for struggling learners. (9) Use Palm Handheld to collect and analyze data in "Classroom Walkthrough " program.</p>
<b>*Evaluation:</b>	<p>Indicators of success related to the above goal will be determined through formative and summative evaluations. FCAT scale scores measured against previous year's scores will measure individual annual student growth. 88% of third through fifth-grade students scored at or above level three on the 2007 FCAT reading. 83% made a year's worth of growth. 84% of the lowest quartile made adequate progress. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all kindergartners and first graders. First grade pre and post Emergent Literacy Surveys will indicate an average of nine months' growth. Second grade SAT scale scores will indicate an average of one year's growth. Houghton Mifflin textbook assessments, including HM Leveled Reading Passages and HM Theme Skills Tests measure individual mastery of specific skills. Success Maker skills status reports are printed monthly, shared with the teachers, and reflect student growth and mastery levels of FCAT-aligned reading skills. Accelerated Reader is used as a supplement to the core reading program. Also, Read Naturally will be used to help with fluency. Think Link data will be analyzed three times a year.</p> <p>In addition to formal teacher observations, the Classroom Walkthrough strategy will be utilized to provide coaching and opportunity for reflective thinking for teacher and administrator.</p>
<b>*Evidence-based Program(s):</b>	<p>Research-based programs utilized to meet our reading goal include Soar to Success, Success Maker Computer Lab, LeapFrog, and Houghton Mifflin (HM) Reading curriculum. The Great Books Program will be used with our gifted students.</p> <p>See the following websites pertaining to specific programs used in order to view research proving student growth in schools with demographics similar to Ketterlinus having low socioeconomic populations:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.fcrr.org">www.fcrr.org</a></li> <li>2. <a href="http://www.pearsondigital.com/successmaker/treasureisland.cfm">www.pearsondigital.com/successmaker/treasureisland.cfm</a></li> <li>3. <a href="http://www.LeapFrogSchoolHouse.com">www.LeapFrogSchoolHouse.com</a></li> </ol>
<b>*Professional Development:</b>	<p>Staff Development: (1) Training to more effectively analyze diagnostic and formative data, as well as to drive instruction. (2) Hold a workshop for teachers to Share Best Practices. (3) Training aimed at implementing a more effective "walk-through" program in the classrooms. (4) Utilize district curriculum/instruction coordinator for a literacy workshop. (5) Continue Literacy PLC.</p>

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**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Houghtin-Mifflin Texbook Series	District Textbook Funds	\$0.00
Read Naturally	Previously purchased	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Success Maker Lab	Operating Budget	\$3,000.00
Think Link	District	\$0.00
Accelerated Reader	School Advisory Council	\$1,600.00
Audio Enhancement System for Cafeteria	Title I in Summer	\$4,500.00
Interactive Classroom Performance System	Title I in Summer	\$1,565.00
Interactive Smart Boards	Title I in Summer	\$4,851.00
Document Cameras	Title I in Summer	\$2,222.00
Video Projector	Title I in Summer	\$698.00
Palm Handheld (2)	District	\$0.00
Communication Center	Title I in Summer	\$400.00
Study Island (Web-based)	Title I in Summer	\$1,763.00
Leapfrog	Title I in Summer	\$966.00
Headphones for Computer Lab	Title I in Summer	\$135.00
		<b>Total: \$21,700.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$21,700.00</b>

**\*Non-Highly Qualified Instructors:** All KES teachers and staff are highly qualified.

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*End of Reading Goal*

Goal: Mathematics

\*Note: Required for Title I  
 Scroll down for school data

**\*Needs Assessment:** Results from 2008-2009 Florida Comprehensive Assessment Test (FCAT)  
 81% of students scored at or above level 3 in math  
 64% of students making a year's worth of learning gains  
 73% of students in the lowest 25% making a year's worth of learning gains.  
 Following collection of data from the 2007-2008 Ketterlinus FCAT and SAT reading scores, it was determined by our SAC team to again feature math as a major goal in 2008-2009.

**\*Objective:** Objective One: By school year 2008-2009, 84% of Ketterlinus Elementary School third through fifth-grade students will score at or above achievement level 3 in math on the Florida Comprehensive Assessment Test (FCAT).  
 Objective Two: By school year 2008-2009, a minimum of 68% of all No Child Left Behind (NCLB) subgroups will demonstrate proficiency in math as evidenced by the 2009 AYP school report.  
 Objective Three: By school year 2008-2009, at least 75% of the lowest quartile of Ketterlinus Elementary School third through fifth-grade students will make adequate progress in math on the FCAT.

**\*Strategies:** Activities: (1) Identify/focus on lowest quartile in math. (2) Identify/focus on NCLB subgroups. (3) Use Think Link in grades 2-5 to monitor progress and drive instruction. (4) Utilize FastMath to improve math fluency. (5) Utilize Success Maker Lab to improve math skills. (6) Implement an RtI/Child Study hybrid model to use research-based instruction and interventions for struggling learners. (7) Focus on math literacy strategies. (8) Use Palm Handheld to collect and analyze data in "classroom Walk" program. (9) Continue Math PLC.

**\*Evaluation:** Indicators of success related to the above goal will be determined through formative and summative means. FCAT scale scores measured against previous year's scores will measure individual annual student growth. Technology-based STAR math, installed in teachers' classrooms, produces student reports related to mastery of specific skills. State-adopted Harcourt Math curriculum measures skill mastery using chapter and unit tests. Harcourt's Florida Fast Track to FCAT indicates students' progress in mastery of FCAT skills. School-wide math gains will be measured using FCAT and SAT data. We will also monitor progress using lab reports from Success Maker and FASTT Math.

In addition to formal teacher observations, the Classroom Walk-Through strategy will be utilized to provide coaching and opportunities for reflective thinking for teachers and administrators.

**\*Evidence-based Program(s):** State adopted, research-based Harcourt Math 2004 edition is the primary curriculum provided to our students. The technology-based and research-proven Compass Learning Lab (grades 3-5) and Success Maker Lab (K-2) are designed to diagnose and remediate FCAT aligned math skills. Sunshine Math delivered outside of regular instructional time supplements the Harcourt curriculum for those students who can benefit from being further challenged in math. Fluency and Automaticity through Systematic Teaching with Technology (FASTT Math) will again be utilized track math fluency. Think Link data will be analyzed three times a year.

See the following websites pertaining to specific programs used to view research proving student growth in schools similar to Ketterlinus with low socioeconomic populations:

1. [www.compasslearning.com/results/](http://www.compasslearning.com/results/)
2. [www.fcrr.org](http://www.fcrr.org)
3. [www.pearsondigital.com/successmaker/treasureisland.cfm](http://www.pearsondigital.com/successmaker/treasureisland.cfm)
4. [www.harcourtschool.com](http://www.harcourtschool.com)

**\*Professional Development:** Staff Development: (1) Training to more effectively analyze diagnostic and formative data, as well as to drive instruction. (2) Sharing Best Practices. (3) Training aimed at implementing a more effective "Classroom Walk-Through." (4) Utilize district curriculum/instruction coordinator for a math workshop. (5) Continue Math PLC.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Textbook	District Textbook Funds	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		<b>Available</b>

Description of Resources	Funding Source	Amount
Success Maker Lab	Operating Budget	\$3,000.00
Fast Math	District Title I	\$0.00
Harcourt Math Software	District	\$0.00
Education City	Operating Budget	\$526.00
Star Math	Operating budget	\$0.00
Study Island	Title I in Summer	\$1,100.00
Interactive Smartboards	Title I in Summer	\$4,851.00
Audio Enhancement for Cafeteria	Title I in Summer	\$4,500.00
Interactive Classroom Performance System	Title I in Summer	\$1,555.00
Document Cameras (4)	Title I in Summer	\$2,222.00
Video Projector	Title I in Summer	\$698.00
Palm Handheld (2)	District	\$0.00
		<b>Total: \$18,452.00</b>
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$18,452.00</b>

**\*Non-Highly Qualified Instructors:** All KES teachers and staff are highly qualified.

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*End of **Mathematics** Goal*

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## Goal: Writing

*\*Note: Required for Title I*  
 Scroll down for school data

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<b>*Needs Assessment:</b>	<p>Data from the 2008-2009 (Florida Writes+)</p> <p>71% are meeting state standards in writing (3.5 on the 6.0 Rubric.</p> <p>Collection of data from the 2007-2008 Ketterlinus FCAT Writes scores indicate a decrease in the percentage of fourth graders scoring a level 3.5 in comparison to scores from the 2005-2006 FCAT Writing test.Improvement in writing will be an important goal for 2008-2009.</p>
<b>*Objective:</b>	<p>Objective One: By the school year 2008-2009, 76% of all KES fourth-grade students will score at least a 3.5 on FCAT Writes.</p> <p>Objective Two: By the school year 2008-2009, 90% of all KES fourth graders will score at least a 3.0 on FCAT Writes.</p>
<b>*Strategies:</b>	<p>Activities: (1) Utilize Write Score program in grades 3-4 to monitor progress 3 times a year. (2) Continue writing prompts in kindergarten, first, second, and fifth grades. (3) Implement Melissa Forney strategies to improve writing process.(4) Continue to analyze reasons for the "gender gap" in writing in order to implement strategies to close the gap.</p>
<b>*Evaluation:</b>	<p>Student writing samples from the beginning through the end of the year will indicate growth according to the Florida Writes scoring rubric. Write Score data will be analyzed three times a year for all third and fourth graders. Attendance rosters of professional development workshops on writing will indicate participation by teachers while their lesson plans will document application of skills learned. Fourth grade FCAT Writes scores will serve as an important benchmark to determine progress toward the writing goal.</p> <p>In addition to formal teacher observations, the Classroom Walk-Through strategy will be utilized to provide coaching and opportunity for reflective thinking for teacher and administrator.</p>
<b>*Evidence-based Program(s):</b>	<p>Writing is embedded in the language arts curriculum provided through our state-adopted Houghton Mifflin Reading series.</p>
<b>*Professional Development:</b>	<p>Staff Development: (1) Conduct a Melissa Forney workshop for teachers in grades 1-4. (2) Train teachers in the appropriate use of the Write Score program. (3) Utilize district curriculum/instruction coordinator for a writing workshop.</p>
<b>Budget:</b>	

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Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Write Score	District	\$0.00
Interactive Smart Boards	Title I in Summer	\$4,851.00
Audio Enhancement System for Cafeteria	Title I in Summer	\$4,500.00
Interactive Classroom Performance System	Title I in Summer	\$1,555.00
Document Cameras (4)	Title I in Summer	\$2,222.00
Video Projector	Title I in Summer	\$698.00
Palm Handheld	District	\$0.00
<b>Total: \$13,826.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Melissa Forney Writing Workshop	Operating Budget	\$720.00
Florida Educators Technology Conference	Operating Budget	\$1,500.00
<b>Total: \$2,220.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$16,046.00</b>		

*End of Writing Goal*

## Goal: Science

\*Note: Required for Title I  
 Scroll down for school data

<b>*Needs Assessment:</b>	Data from the 2007-2008 Florida Comprehensive Assessment Test (FCAT)  53% of students scored at or above grade level in science.  There was a decline in the percent of students proficient in science from the previous year. Improvement in science performance will be an important goal in 2008-2009.
<b>*Objective:</b>	Objective One: By school year 2008-2009, 58% of Ketterlinus Elementary students will score at or above grade level on the fifth-grade FCAT Science Test.
<b>*Strategies:</b>	(1) Use Think Link in grades 3-5 to monitor progress and drive instruction in science. (2) Implement an RtI/Child Study hybrid model to use research-based instruction and interventions for struggling learners. (3) Integrate math and science literacy strategies. (4) Use Palm Handheld to collect and analyze data in the Classroom Walk-through program. (5) Utilize technology that promotes the scientific process. (6) Conduct Science Fair for 5th graders. (7) Conduct classroom science experiments for grades 1-4. (8) Implement science vocabulary word walls.
<b>*Evaluation:</b>	Indicators of success related to the above goal and objective will be determined through formative and summative evaluations. FCAT scale scores measured against previous year's scores will indicate individual annual student growth.  In addition to formal teacher observations, the Classroom Walk-through strategy will be utilized to provide coaching and opportunity for reflective thinking for

teacher and administrator.

**\*Evidence-based Program(s):**

Our core Science curriculum is Harcourt Science, which is a state-adopted program. See the following web site pertaining to specific programs similar to Ketterlinus with low socioeconomic populations: [www.harcourtschool.com](http://www.harcourtschool.com).

**\*Professional Development:**

Staff Development: (1) Train teachers on new science standards for elementary. (2) Utilize district curriculum/instruction coordinator for a science workshop. (5) Continue Science PLC.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Science Textbook	District Textbook Funds	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Palm Handheld (2)	District	\$0.00
Success Maker Lab	Operating Budget	\$3,000.00
Interactive Smartboards	Title I in Summer	\$4,851.00
Audio Enhancement System for Cafeteria	Title I in Summer	\$4,500.00
Interactive Classroom Performance System	Title I in Summer	\$1,555.00
Document Cameras (4)	Title I in Summer	\$2,222.00
Video Projector	Title I in Summer	\$698.00
<b>Total: \$16,826.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$16,826.00</b>		

**\*Non-Highly Qualified Instructors:**

All KES teachers and staff are highly qualified.

*End of Science Goal*

**Goal: Parental Involvement**

*\*Note: Required for Title I*

**\*Needs Assessment:**

Ketterlinus Elementary School has been the recipient of the state of Florida's Golden School for several years. Although we were not a Five Star Goal for 2007-2008, we plan to work diligently toward the requirements of a Five Star School. These awards recognize schools which excel in areas of parental involvement and volunteer service. More than 97% of the parents of Ketterlinus students feel welcome and part of the Ketterlinus School family.

**\*Objective:**

Objective one: On the 2008-2009 SAC Needs Assessment, 98% of the parents will indicate that they feel welcome at our school.  
 Objective two: By school year 2008-2009 at least 75% of our students' parents or guardians will be involved in the school by doing at least one of the following:

- Join PTO.
- Attend at least one SAC meeting.
- Attend at least one PTO Family Fun Nights.
- Attend an Open House/Grade Level Forum.
- Attend a Title I Annual Meeting.

- Attend a parent/teacher conference.
- \*Strategies:**
1. KES will promote PTO membership.
  2. KES will encourage participation in the School Advisory Council (SAC).
  3. KES will encourage participation in the PTO Family Fun Nights.
  4. KES will encourage participation in the Open House/Grade Level Forum.
  5. KES will focus on meeting the requirements for the Golden School and Five Star School Award.
  6. KES teachers will communicate with parents on a regular basis.
  7. KES K-22 teachers will conference with parents regarding the SJCSJ standards-based Report Card.
- \*Evaluation:** Almost all of the questions on the SAC Needs Assessment deal with the opinions that parents have about the school. The great majority of parents (90%) indicate very positive impressions of the school.
- \*Evidence-based Program(s):** Study after study verifies the importance of parental involvement in the schools. The groundbreaking federal legislation, No Child Left Behind, supports the need for positive parental involvement in the school. Also see www.pto.com for information on parental involvement.
- \*Professional Development:** Pertinent research and articles of interest will be shared with the faculty and staff on a regular basis about the critical link between the home and school. Discussions on this issue will be a regular topic at faculty meetings, grade level chair meetings, and grade level meetings.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$0.00</b>		

*End of Parental Involvement Goal*

**Goal: Return on Investment**

**Needs Assessment:** Return on Investment  
2006-2007

This school is in the middle third of all elementary schools in the state in the Return on Investment measure.

The Return on Investment (ROI) index relates financial resources expended at the school-level with measures of student performance at that school. The percentile ranking generated from the ROI index allows users to evaluate the efficiency and effectiveness of the school as compared to all other schools.

This school is in the middle third of all elementary schools in the state on percent of students making learning gains. This school is in the middle third of all elementary schools in the state on money spent per student in this school.

ST. JOHNS COUNTY  
 KETTERLINUS ELEMENTARY SCHOOL  
 School  
 Return on Investment - Percentile Rank 37  
 Return on Investment - Percent of The Highest ROI Value 55%  
 Percent of Students with Learning Gains  
 Mathematics 56%  
 Reading 83%  
 School Grade A  
 Total Program Cost per WFTE \$7,233

Student/Staff Indicators Financial Indicators

- 
- School Demographics
  - School Staff
  - School Student Performance
  - School Students in Special Programs/School Discipline
  - School Readiness
  - District Community Information

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<b>Objective:</b>	The Return on Investment (ROI) percentile ranking will increase by at least 10 percentile points. Our goal is to get to the 75th percentile over the next four years.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>*Use student data analysis results to find or construct more valuable educational strategies that fit the needs of the students and staff.</li> <li>*Identify lowest quartile students early and provide additional assistance through remediation.</li> <li>*Provide parents with tools to help their student’s academic progress.</li> <li>*Continue to provide high quality staff development for teachers and monitor its success.</li> </ul>
<b>Evaluation:</b>	The percentage of students with learning gains will be divided by the program cost per weighted FTE students at the school.

*End of Return on Investment Goal*

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### ADDITIONAL GOALS

Additional Goal: In 2007-08 “Ketterlinus Elementary” had 97 % parents that felt welcomed at our school. Our goal is to increase that percentage of parents who feel welcome at our school from 97% to 98% for the 2008-2009 school year.

**Needs Assessment:**

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of In 2007-08 "Ketterlinus Elementary" had 97 % parents that felt welcomed at our school. Our goal is to increase that percentage of parents who feel welcome at our school from 97% to 98% for the 2008-2009 school year. Goal*

### Additional Goal: Character Counts!

**Needs Assessment:**

**Objective:** Objective: Increase the percentage of parents who respond on the SAC Needs Assessment that the Character Counts! Program makes a difference in their child's behavior from 66% to 76%.

**Strategies:** (1) Use "WOW Wednesday" on early release days to teach the six pillars of Character Counts! (2) Purchase materials (e.g., wrist bands, pencils, etc.) to reward students who demonstrate good character.

**Evaluation:**

**Evidence-based Program(s):** (1)St. Johns County Character Education Program  
(2)Josephson InstituteCenter for Youth Ethics

**Professional Development:** (1) Send emails to teachers from the Josephson Institute promoting Character Counts. (2) Form a Character Counts focus group composed of resource teachers to develop and implement a school-wide Character Counts initiative.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Character Counts! Goal*

### Additional Goal: Attendance

**Needs Assessment:**

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Attendance Goal*

## FINAL BUDGET

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Houghtin-Mifflin Textbook Series	District Textbook Funds	\$0.00
Reading	Read Naturally	Previously purchased	\$0.00
Mathematics	Harcourt Math Textbook	District Textbook Funds	\$0.00
Science	Harcourt Science Textbook	District Textbook Funds	\$0.00
			<b>Total: \$0.00</b>
<b>Technology</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Success Maker Lab	Operating Budget	\$3,000.00
Reading	Think Link	District	\$0.00
Reading	Accelerated Reader	School Advisory Council	\$1,600.00
Reading	Audio Enhancement System for Cafeteria	Title I in Summer	\$4,500.00
Reading	Interactive Classroom Performance System	Title I in Summer	\$1,565.00
Reading	Interactive Smart Boards	Title I in Summer	\$4,851.00
Reading	Document Cameras	Title I in Summer	\$2,222.00
Reading	Video Projector	Title I in Summer	\$698.00
Reading	Palm Handheld (2)	District	\$0.00
Reading	Communication Center	Title I in Summer	\$400.00
Reading	Study Island (Web-based)	Title I in Summer	\$1,763.00
Reading	Leapfrog	Title I in Summer	\$966.00
Reading	Headphones for Computer Lab	Title I in Summer	\$135.00
Mathematics	Success Maker Lab	Operating Budget	\$3,000.00
Mathematics	Fast Math	District Title I	\$0.00
Mathematics	Harcourt Math Software	District	\$0.00
Mathematics	Education City	Operating Budget	\$526.00
Mathematics	Star Math	Operating budget	\$0.00
Mathematics	Study Island	Title I in Summer	\$1,100.00
Mathematics	Interactive Smartboards	Title I in Summer	\$4,851.00
Mathematics	Audio Enhancement for Cafeteria	Title I in Summer	\$4,500.00
Mathematics	Interactive Classroom Performance System	Title I in Summer	\$1,555.00
Mathematics	Document Cameras (4)	Title I in Summer	\$2,222.00
Mathematics	Video Projector	Title I in Summer	\$698.00
Mathematics	Palm Handheld (2)	District	\$0.00
Writing	Write Score	District	\$0.00
Writing	Interactive Smart Boards	Title I in Summer	\$4,851.00
Writing	Audio Enhancement System for Cafeteria	Title I in Summer	\$4,500.00
Writing	Interactive Classroom Performance System	Title I in Summer	\$1,555.00
Writing	Document Cameras (4)	Title I in Summer	\$2,222.00
Writing	Video Projector	Title I in Summer	\$698.00
Writing	Palm Handheld	District	\$0.00
Science	Palm Handheld (2)	District	\$0.00
Science	Success Maker Lab	Operating Budget	\$3,000.00
Science	Interactive Smartboards	Title I in Summer	\$4,851.00
Science	Audio Enhancement System for Cafeteria	Title I in Summer	\$4,500.00

Science	Interactive Classroom Performance System	Title I in Summer	\$1,555.00
Science	Document Cameras (4)	Title I in Summer	\$2,222.00
Science	Video Projector	Title I in Summer	\$698.00
			<b>Total: \$70,804.00</b>
<b>Professional Development</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Writing	Melissa Forney Writing Workshop	Operating Budget	\$720.00
Writing	Florida Educators Technology Conference	Operating Budget	\$1,500.00
			<b>Total: \$2,220.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$73,024.00</b>

## SCHOOL ADVISORY COUNCIL

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

### SAC Involvement

Our School Advisory Council (SAC) plays a critical role in the governance of our school. Our co-chairs, Mary Ballinger and Kerry Prodromides do an excellent job of providing positive leadership for our SAC. The role of SAC is understood and well-respected by our faculty and staff. SAC is also seen as an important communication tool, as well as a decision making body, by our parents.

Our SAC is made up of teachers, support staff, parents, and community members. We also have a staff member from our district office ("district buddy") join us for meetings. Darrell Colee, Director for Budget, is once again our district buddy. Our SAC reflects the demographics of our student population in terms of ethnic background and socioeconomic status. (See section on SAC members.)

The SAC usually meets on the third Thursday of each month (unless there is a conflict such as a holiday). Below is a sample of our SAC agenda:

SAC Meeting  
 September 18, 2008  
 3:15 pm

I. Welcome  
 II. Approval of May 2008 Minutes  
 III. Budget  
 IV. Old Business  
 V. New Business  
 VI. Adjournment

### SAC Members

**Members**

- 1) Wayne Jenkins, Principal
- 2) Mary Ballinger, SAC Chair
- 3) Kerry Prodromides, SAC Chair
- 4) Teresa Mims, Teacher
- 5) Barbara Davis, Teacher
- 6) Toni Kellerman, Teacher
- 7) Suzanne Fraser, Teacher
- 8) Kris Hutson, Teacher
- 9) Angela Redmon, Teacher
- 10) Jamie Greene, Parent
- 11) Ellen Davern, Parent
- 12) Jana Waler, Parent
- 13) Jeanette Booth, Parent
- 14) Heather Carroll, Parent
- 15) Doreen Davis, Parent
- 16) David Hopkins, Parent
- 17) Phelinda Hopkins, Parent
- 18) Carrie Oates, Parent
- 19) Laura Puckett, Parent
- 20) Jenny Ranick, Parent
- 21) Carolyn Sparrow, Parent
- 22) Christie Walton, Parent
- 23) Pam Young, Parent
- 24) Lynn Straughan, Community Member
- 25) Becky Cosgrove, School Support Personnel
- 26) Yvonne Ross, School Support Personnel
- 27) Anne-Rachel Majure, School Support Personnel
- 28) Holly Cromwell, School Support Personnel
- 29) Miriam Testasecca, School Support Personnel

## IMPLEMENTATION EVALUATION

The following will be used to evaluate the successful implementation of our school improvement efforts:

- Meeting the 2009 Adequate Yearly Progress (AYP) mandate of the No Child Left Behind legislation
- The Florida Department of Education's 2008-2009 School Grade
- Superintendent Joseph Joyner's mid-year and final performance appraisal of Principal Wayne Jenkins (2008-2009)
- Aggregated and disaggregated FCAT data (2009)
- School Advisory Council (SAC) Needs Assessments for 2008-2009 (Parents and Teachers)
- Various Awards and Recognitions (e.g., Golden School, Five Star School)for 2008-2009

## REPORTING

### Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

**Baseline data aggregated at school level**

	<b>Reading Baseline Data</b>	<b>Mathematics Baseline Data</b>	<b>Writing Baseline Data</b>	<b>Science Baseline Data</b>	<b>Baseline Data</b>
No data submitted					

*End of Baseline Data Report*

Mid-Year Report

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**2008 SCHOOL IMPROVEMENT MID-YEAR REPORT**


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**Differentiated Accountability Status:**

FCAT Assessed Grade Level: 3								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 4								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 5								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 6								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 7								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 8								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 9								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: <b>10</b>								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: <b>11</b>								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**Empty data from baseline data aggregated for your school.**

**Reading Data Analysis**

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

**Mathematics Data Analysis**

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include

specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

#### **Writing Data Analysis**

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

#### **Science Data Analysis**

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

**Extended Learning Programs for Students**

Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date.

SUBJECT AREA	FREQUENCY	DURATION	TOTAL # OF LEVEL 1 AND 2 STUDENTS IN THE SCHOOL	AVERAGE # OF LEVEL 1 AND 2 STUDENTS PARTICIPATING	AVERAGE % OF LEVEL 1 AND 2 STUDENTS PARTICIPATING
No data submitted					

Please describe the academic improvement that has occurred for participating students (please refer to specific data points).

**Research-based Professional Development Activities for Teachers**

Describe the professional development activities to date that are aligned with the school's instructional needs.

NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	DATE (MM/DD/YYYY)	INSTRUCTIONAL NEEDS ADDRESSED	# OF TEACHERS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional professional development will be offered before the FCAT to help teachers increase student performance?

**Parent Involvement Activities**

Describe the parent involvement activities to date that are aligned with the school's student achievement needs.

ACTIVITY	DATE (MM/DD/YYYY)	ACHIEVEMENT NEED ADDRESSED	# OF PARENTS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional parent involvement activities will be offered before the FCAT to address student achievement needs?

*End of Mid-Year Report*

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														St. Johns KETTERLINUS ELEMENTARY SCHOOL 0091											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 227 Math: 227		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows t of students "on track proficient used to de AYP via the growth					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		% of students on track to be proficient in math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	99	Y	99	Y	77	Y	72	Y	89	82	N			NA	18	23	NA	28	28	NA	76	NA	62		
WHITE	100	Y	100	Y	80	Y	79	Y	91	83	N			NA	15	20	NA	22	21	NA	79	NA	65		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA					
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	67	Y	66	Y			NA			NA	29	33	NA	44	34	NA	69	NA	57		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	97	Y	97	Y	47	N	46	N			NA			NA	38	53	NA	49	54	NA	58	NA	45		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														St. Johns KETTERLINUS ELEMENTARY SCHOOL 0091											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 253 Math: 253		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows t of students "on track proficient used to de AYP via the growth					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		% of students on track to be proficient in math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	82	Y	72	Y	89	89	N			NA	13	20	NA	29	28	NA	78	NA	63		
WHITE	100	Y	100	Y	85	Y	78	Y	89	91	Y			NA	13	16	NA	26	22	NA	82	NA	67		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA					
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	71	Y	56	Y	87	88	Y			NA	20	35	NA	49	44	NA	69	NA	58		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	62	Y	51	N			NA			NA	30	37	NA	42	49	NA	59	NA	47		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														St. Johns KETTERLINUS ELEMENTARY SCHOOL 0091										
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 277 Math: 277		2005-2006 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? <sup>5</sup>		PRO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math				
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N	2005	2006	Y/N	
TOTAL <sup>4</sup>	99	Y	100	Y	86	Y	71	Y	89	89	N			NA	25	14	NA	37	29	NA				
WHITE	99	Y	100	Y	87	Y	74	Y	90	89	NA			NA	23	13	NA	34	26	NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	97	Y	99	Y	81	Y	51	Y	84	87	NA			NA	40	19	NA	53	49	NA				
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y	63	Y	58	Y			NA			NA	48	37	NA	55	42	NA				

SCHOOL GRADE DATA

St. Johns School District KETTERLINUS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	88%	81%	71%	53%	293	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	72%	64%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	53% (YES)	73% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					555	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

St. Johns School District KETTERLINUS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	87%	76%	81%	74%	318	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	83%	56%			139	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	84% (YES)	51% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					592	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

St. Johns School District KETTERLINUS ELEMENTARY SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	92%	75%	83%	250	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.	
<b>% of Students Making Learning Gains</b>	77%	59%		136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>	
<b>Adequate Progress of Lowest 25% in the School?</b>	72% (YES)			72	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .	
Points Earned				458		
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>				<b>A</b>		Grade based on total points, adequate progress, and % of students tested