

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: KETTERLINUS ELEMENTARY SCHOOL

District Name: St. Johns

Principal: Wayne Jenkins

SAC Chair: Kerry Prodromides/Kris Hutson

Superintendent: Dr. Joseph Joyner

Date of School Board Approval: October 13, 2009

Last Modified on: 09-11-2009

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

Dr. Frances Haithcock, Chancellor
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VISION and MISSION STATEMENTS

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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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 18 years.

Ketterlinus's population in 2008-09 was 476 students at the end of the year. This year we will add VPK. Our current enrollment is 475.

Unique School Strengths for Next Year

KES has a very active Parent Teacher Organization (PTO) that raised over \$21,000 last year for our school. The PTO goal this year is to raise \$25,000. The PTO also enjoys the support of several business partners.

KES is fortunate to have a very large volunteer program that logged in over 6039 hours of volunteerism last year.

KES was designated as an "A" school by the Florida Department of Education for 2008-2009. KES has been an "A" school eight of the last nine years.

We receive Supplemental Academic Instruction (SAI) money which is used to hire three Americorps Teachers and three Americorps college interns to work with academically most needy students in reading in grades K-3.

KES is an excellent school with highly qualified teachers and staff. We hold a positive reputation in the community. Strong evidence demonstrates that parents view the school very favorably as indicated by our SAC Needs Assessment Survey.

Unique School Weaknesses for Next Year

21% of our student population qualify for ESE services. Our percentage of economically disadvantaged students has increased by 4% which is a significant increase for one year.

Student Demographics

Ketterlinus is one of 19 elementary schools in the SJCS D. Ketterlinus is the only SJCS D school located in historic downtown St. Augustine. KES has about 475 students in grades VPK-5. 52% percent of our students are male and 48% are female. About 85% are white, 7% black, and 8% other races (i.e., Hispanic, Asian, Multi-racial). Approximately 21% of our students have an active Individual Education Plan (IEP) and are served by the Exceptional Student Education (ESE) program. Our current 2009 percentage of economically disadvantaged students is 41% by virtue of being on free or reduced lunch. This is a 4% increase over the 2008-2009 school year. Less than 1% of our students are Limited English Proficient (LEP).

Student Attendance Rates

Our attendance rate is 94.7% which is a positive factor for student achievement. We do have concerns with tardiness of some students and chronic absences of a few students that are not medically related.

Student Mobility

Last year we had 204 new students register, and 132 withdraw.

Student Suspension Rates

We suspended 13 out of 476 students.

Student Retention Rates

Out of 476 students last year, we retained 16 students.

Class Size

We are in compliance with class size state requirements of 1-18 in K-3 and 1-22 in grades 4 and 5. We have 14 students in a VPK program which is new to us this year.

Academic Performance of Feeder Pattern

In our feeder pattern, all elementary and middle schools received a school grade of A. Our high school received an A. Only one school in our feeder pattern achieved AYP.

Partnerships and Grants

We have been a Golden School for ten years based on our high number of volunteer hours. We have a high percentage of Big Brothers, Big Sisters. We make good use of community members through Retired Senior Volunteer Program, Americorps, and Community Service hours from youth volunteers at the high school level. Our business partners include restaurants, a bank, an insurance company, department stores, and other small business owners in our community. We have a new program this year with the Kiwanis Club that includes our student government, Safety Patrol, and gifted students in 4th and 5th grade .

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Wayne Jenkins	Master of Education	6	14	Ketterlinus Elementary School Grade A for the 2008-2009 School year. Ketterlinus did not make AYP.
Assis Principal	Sue Smith	Master of Education	1	20	NA

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Valerie Lege	BA Education MA Special Education	2	1	KES A 08-09 KES did not may AYP for 08-09 school year

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Utilization of PATS System to post position	Confidential Secretary	upon posting	
2. Careful review of posted applicants.	Principal	after posting	
3. Interview teams conducts interviews with carefully selected questions from the Teacher Appraisal System. Candidates are scored from 1 to 5 on each question.	Interview Team	ongoing	
4. We hire teachers who meet NCLB'S Highly Qualified requirements with the support of SJCS.	Principal	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
NA	na	na	All KES teachers are highly qualified

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
38	0	0	0	0	14	38	1	2	22

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA	NA	NA	The St Johns County School District has a teacher mentor program. KES does not have any first year teachers.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

The St Johns County School District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

KES used our SAI funds to hire 2 Americorps teachers and 3 Americorps tutors.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates community service, counseling, and Anti-bullying campaign-PBS

Nutrition Programs

KES has a partnership with University of Florida Extension program. Programs are presented to our children; healthy materials are provided and utilized in the classroom and the Extension agent presents lessons to designated grade levels.

Housing Programs

Housing Program/Homeless Student District liason, Raymond Randolph, continues to provide support to our homeless families helping them to locate housing as well as working out transportation issues so that the children have continuity by being allowed to remain at our school regardless of zoned school.

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Teachers assigned to subgroups not making AYP are highly qualified and certified in-field. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through co-teaching activities.

Instructional/Literacy Coach Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and

implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Coordinator for Student Intervention: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Paraprofessionals: All paraprofessionals are highly qualified.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The leadership team monitors fidelity of the School Improvement Plan.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The RtI Leadership Team was actively involved in the development and implementation of the school improvement plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Reading coaches must maintain a daily log of activities on the Progress Monitoring and Reporting Network (PMRN) and the school and district leadership teams must monitor these logs.

Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading

Diagnostic Assessment (ERDA)

End of year: FAIR, AIMS web, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

School plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide RTI Implementation Plan.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

School ensures Individual Professional Development Plans (IPDPS) for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Across all grade levels, students are performing at district and state averages in Geometry content. 93% of students meet standards in writing. The number of students below grade level in math and reading has decreased.
Weaknesses: Across all grade levels, the lowest content area in math is measurement. Grade 8 scores well in number sense, while grades 6 and 7 score lower. In grades 6 and 7, student scores in main idea/purpose content dropped about 7% from last year.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test.
The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized.
Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. •How were Benchmarks selected? Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.
The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.
Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus. Writing: Organization was the least proficient strand and will be given priority focus. Mathematics: Number Sense was the least proficient strand and will be given priority focus. Science: Scientific Thinking was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.
School ensures students are properly placed in rigorous coursework.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are introduced to careers through speakers, field trips, writing and research projects, and through curriculum studies. In fifth grade, students are exposed to opportunities toward career path choices they will have in middle and high school.

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.
Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.
School identifies and implements state-adopted materials.
School implements district K-12 Reading Plan with fidelity.

How are instructional focus lessons developed and delivered?

Focus lessons are provided by the teachers for each subject area based on a review of previous assessments where students are struggling.
The focus lessons selected by the teachers are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.
The 5 to 10-minute focus lessons will be taught at the beginning of each class period.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.
Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lessons will be administered.
The assessments will be administered on a monthly basis.

Data chats are conducted between district administration and school administration; school administration and teachers; and teachers and students following baseline, mini-, and mid-year assessments.

How are assessments used to identify students reaching mastery and those not reaching mastery?

School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.
Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.
Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The school will participate in a comprehensive instructional monitoring process. Teachers will meet weekly by grade level.

The meeting will be facilitated by the grade level chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Lesson plans will reflect compliance with the Sunshine State Standards. Interventions will come from the Harcourt Math Center, Read Naturally, Study Island, Thinklink probes, Earobics, and teacher selected materials.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. SuccessMaker), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels and qualify, may participate in the school's gifted program.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Literacy (K-5)	TBA	Quarterly	TBA	Reading (Big Five)
Math (K-5)	TBA	Quarterly	TBA	Math
Science (K-5)	TBA	Quarterly	TBA	Science
Social Studies (K-5)	TBA	Quarterly	TBA	Social Studies
Technology (K-5)	TBA	As Needed	NA	Technology
Grade Level Chairs (K-5)	Wayne Jenkins	As Needed	NA	School Issues

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

VPK is offered on Ketterlinus campus for the first time during the 2009-2010 school year in an inclusion setting. Students in attendance are zoned for Ketterlinus Elementary School. Curriculum is followed that is consistent through the St Johns School District.

All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing (CELF-P) assessment will be used to ascertain oral language skills of incoming students. Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The percent of students scoring on grade level in Reading is at 90%		93% of all students will reach a level 3 in Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring	Reading coach and Language Arts teachers	Tracking of assessment results	FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% of current students made learning gains.		79% of all students will show gains on the Reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring	Reading coach and LA teachers	Tracking of assessment results	FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Of the SWD 62% are proficient in Reading.		72% of Students with Disabilities will score a level 3 or above on the 2009-2010 FCAT (66% is safe harbor)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify and provide additional assistance for Students with Disabilities	Reading coach and LA teachers	Tracking of assessment results	FAIR

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down Reading	PTO	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
Success Maker Lab	Title I	\$3,000.00
Study Island	Title I	\$0.00
Education City	Title I	\$0.00
		Total: \$3,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Workshop	Title II	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The total population scoring on grade level in Math is at 84%.		Increase percent proficient from 84% to 87%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Progress Monitoring	1.Reading coach and LA teachers	1.Tracking of assessment results.	1.FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
59% of current students made learning gains.		Increase students making learning gains to 62%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring	1 Classroom teachers 2. Instructional literacy coach	Tracking of assessment results.	ThinkLink

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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Of the SWD 45% are proficient in math.		74% of Students with Disabilities will score a level 3 or above on the 2009-2010 FCAT (51% is safe harbor)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify and provide additional assistance for Students with Disabilities	1 Classroom teachers 2. Instructional literacy coach 3. ESE teachers	Tracking of assessment results.	ThinkLink

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Of the Economically Disadvantaged students 63% were proficient in math.		74% of Economically Disadvantaged Students will be proficient in math (67% is safe harbor)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify and provide additional assistance for Students with Disabilities	1 Classroom teachers 2. Instructional literacy coach 3. ESE teachers	1.Tracking of assessment results.	ThinkLink

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Sub-groups will show improvement in all competencies	Sunshine State Standards for Math	Sue Smith	Mid-October, Mid-February	Lesson Plan Review	Asst. Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Series	District Textbook Funds	\$0.00
Buckle Down Math	PTO	\$720.00
		Total: \$720.00
Technology		
Description of Resources	Funding Source	Available Amount
SuccessMaker Lab	Title I	\$3,000.00
Education City	Operating Budget	\$500.00
Star Math	Title I	\$0.00
Study Island	Title I	\$1,637.00
		Total: \$5,137.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Math Workshop	Title II	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,357.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent proficient is at 57%		Increase the percent proficient to 60%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring	Classroom teachers	FCAT Results	ThinkLink

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Workshop	Title II	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Pull summary		Increase percent proficient from 75% to 78%		
	Action Step	Person Responsible for Monitoring the	Process Used to Determine Effectiveness	Evaluation Tool

		Action Step	of Action Step	
1	Progress Monitoring	1. Classroom teachers 2. Instructional literacy coach	FCAT Results	Write Score

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Workshop	Title II	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$500.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
Were parent involvement activities and strategies targeted to areas of academic need?
Based on information from surveys, evaluations, agendas, or sign-ins:
Was the percent of parent participation in school activities maintained or increased from the prior year?
Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-09, our school had 95% of parents surveyed that felt welcomed at our school.		Our goal is to increase that percentage of parents who feel welcome at our school from 95% to 96% for the 2009-2010 school year		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Website, 2. Alert Now 3. Marquee	Principal Wayne Jenkins	SAC Parent Needs Assessment Survey	Percentage on SAC Parent Needs Assessment Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Night	Title I	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

End of Parent Involvement Goal

Other Goals

Attendance Graduation Goal Goal:

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

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

End of Attendance Graduation Goal Goal

Character Counts Goal Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on school surveys % of parents reported that they were pleased with their child's educational experience.		Increase % of parents who report they are please with their child's educational experience.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implementing School Wide-Positive Behavior Support and reinforcing the six pillars of Character Counts.	Wayne Jenkins	.Annual Needs Assessment Survey	Survey results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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No data submitted

Budget:

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

End of Character Counts Goal Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Buckle Down Reading	PTO	\$500.00
Mathematics	Harcourt Math Series	District Textbook Funds	\$0.00
Mathematics	Buckle Down Math	PTO	\$720.00
Parental Involvement	Parent Night	Title I	\$500.00
			Total: \$1,720.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Success Maker Lab	Title I	\$3,000.00
Reading	Study Island	Title I	\$0.00
Reading	Education City	Title I	\$0.00
Mathematics	SuccessMaker Lab	Title I	\$3,000.00
Mathematics	Education City	Operating Budget	\$500.00
Mathematics	Star Math	Title I	\$0.00
Mathematics	Study Island	Title I	\$1,637.00
			Total: \$8,137.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Workshop	Title II	\$500.00
Mathematics	Math Workshop	Title II	\$500.00
Writing	Writing Workshop	Title II	\$500.00
Science	Science Workshop	Title II	\$500.00
			Total: \$2,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$11,857.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/8/2009 3:28:54 PM)

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 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.

Projected use of SAC Funds	Amount
Hire subs so teachers can attend workshops.	2000

Describe the Activities of the School Advisory Council for the Upcoming Year

• Oversee School Improvement Plan implementation, receive

quarterly updates on the implementation of the SIP Plan and make necessary updates monthly.

- Reach out to community to obtain more partners
- Organize FCAT Family Night Event
- Sponsor drives to increase parent involvement
- Assist the school in creating and analyzing results of the school needs assessment survey

SAC Members

Members

- 1) Kerry Prodromides, SAC Chair

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														St. Johns KETTERLI NUS ELEMENTARY SCHOOL 0091												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 243 Math: 243		2008-2009 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ 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		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	83	Y	73	Y	82	93	Y			NA	23	17	NA	28	27	NA	85	NA	67	NA		
WHITE	100	Y	100	Y	88	Y	79	Y	83	93	Y			NA	20	12	NA	21	21	NA	88	NA	71	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	100	Y	100	Y	73	Y	63	N	94	Y				NA	33	27	NA	34	37	NA	75	NA	57	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	62	N	45	N			NA			NA	53	38	Y	54	55	N	63	NA	41	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														St. Johns KETTERLI NUS ELEMENTARY SCHOOL 0091												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 227 Math: 227		2007-2008 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
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 ³ 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		Growth model reading	% of students on track to be proficient in math		Growth model 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	Y/N
TOTAL ⁴	99	Y	99	Y	77	Y	72	Y	89	82	N			NA	18	23	NA	28	28	NA	76	NA	62	NA		
WHITE	100	Y	100	Y	80	Y	79	Y	91	83	N			NA	15	20	NA	22	21	NA	79	NA	65	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	99	Y	99	Y	67	Y	66	Y			NA			NA	29	33	NA	44	34	NA	69	NA	57	NA		
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	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														St. Johns KETTERLI NUS ELEMENTARY SCHOOL 0091												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 253 Math: 253		2006-2007 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
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 ³ 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		Growth model reading	% of students on track to be proficient in math		Growth model 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	Y/N
TOTAL ⁴	100	Y	100	Y	82	Y	72	Y	89	89	N			NA	13	20	NA	29	28	NA	78	NA	63	NA		
WHITE	100	Y	100	Y	85	Y	78	Y	89	91	Y			NA	13	16	NA	26	22	NA	82	NA	67	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	100	Y	100	Y	71	Y	56	Y	87	88	Y			NA	20	35	NA	49	44	NA	69	NA	58	NA		
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	NA		

SCHOOL GRADE DATA

St. Johns School District KETTERLI NUS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	84%	75%	57%	306	Writing and Science: 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.
% of Students Making Learning Gains	76%	59%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	51% (YES)			112	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					553	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

St. Johns School District KETTERLINUS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	81%	71%	53%	293	Writing and Science: 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.
% of Students Making Learning Gains	72%	64%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	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
School Grade					A	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	
% Meeting High Standards (FCAT Level 3 and Above)	87%	76%	81%	74%	318	Writing and Science: 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.
% of Students Making Learning Gains	83%	56%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	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
School Grade					A	Grade based on total points, adequate progress, and % of students tested