

St. Johns County School District

Ketterlinus Elementary School



2017-18 School Improvement Plan

Ketterlinus Elementary School

67 ORANGE ST, St Augustine, FL 32084

<http://www-kes.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	44%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	A*	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ketterlinus Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's 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.

b. Provide the school's vision statement

We believe that "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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school coordinates a variety of programs to build relationships with students. Movie Night, In-Take Conferences, Spirit Nights at Community Businesses, Meet and Greet Gr. VPK-5, parent/teacher conferences, and support classes for parents. The school has an active Parent Teacher Organization and School Advisory Council comprised of parents, staff as well as business and community members.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Ketterlinus adopted a character education program, Project Wisdom, that the students use on a daily basis. Each day students are provided with a daily message on making good choices and wise decisions. The program also provides lesson plans, projects, and journal prompts for writing and discussion.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school-wide behavior management system is instilled throughout the school. Each classroom establishes classroom rules that support the school-wide system. Students are awarded with Dandy Dolphins for following classroom and school rules. Classrooms are also awarded a Pod for displaying good character as a group. Classrooms with Perfect Pods are acknowledged quarterly with an incentive. Staff were trained in nonviolent crisis intervention that emphasizes early intervention and nonphysical methods for preventing or managing disruptive behavior. In addition, staff received training on identifying students that are at risk and pairing them up with a mentor.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance lessons are conducted in all classrooms focusing on social-emotional needs and character development. Individual and group sessions are provided for students that need additional support with regards to social-emotional needs. School has added an additional resource to our behavior unit as well as school wide to promote the social and emotional needs of students. The school offers K Kids, affiliated with Kiwanis, Good News Club, Big Brothers Big Sisters which provide mentoring and support for students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	10	6	6	8	10	0	0	0	0	0	0	0	46
One or more suspensions	3	4	4	8	6	6	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	2	13	14	0	0	0	0	0	0	0	29
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	6	9	0	0	0	0	0	0	0	15

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The RTI Core Team reviews weekly data from the EWS and addresses individual students through individual student RTI/problem-solving meetings.

Efforts between previous year's teacher, current year's teacher and prior data, the school has identified students who are in need of academic and success skill support. Those students will meet with an AVID tutor either in the morning or afternoon to go over success skills which includes homework, AVID organizational planner, attitude and motivation.

Additional support is given in the fourth and fifth grade students in the lowest quartile by providing daily small group lessons using a tutor that will work directly with the classroom teacher.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/412914>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

KES utilizes Title 1 and Additional Revenue funds to provide funding for school-based volunteer/community coordinator. The Volunteer Coordinator secures partnerships with community and business stakeholders to accomplish school-wide goals.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Brush, Sue	Teacher, K-12
McCutcheon, Sandy	Guidance Counselor
Wallace, Sandy	SAC Member
Wilkerson, Francine	Teacher, ESE
stoll, kora	Teacher, ESE
Keaton, Monique	Assistant Principal
Bowers, Kymberli	Teacher, K-12
Gaudinio, Sara	Teacher, K-12
Killin, Larissa	Teacher, K-12
Jett, Pamela	Teacher, K-12
Marsh, Elizabeth	Teacher, K-12
Allen, Pamela	Other
Tucker, Kathy	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher

- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At Ketterlinus, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Title I, Part A - Services are provided to ensure students requiring additional remediation are assisted through in-school program funded through our Title funds. SAI funds are used to purchase school-wide intervention materials and reading teacher.

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 II - District receives supplemental funds for improving teaching practices.

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 IX - District Homeless Liaison 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.

Violence Prevention Programs

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

Nutrition Programs

The School's Registered Nurse will coordinate health screenings. In addition, the registered nurses provides guidance to both parents and students on healthy habits.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.::

Name	Stakeholder Group
Kathy Tucker	Principal
Sandy Wallace	Teacher
Kora Stoll	Teacher
Carole Gauronskas	Education Support Employee
Jenny Ranick	Parent
Jana Waler	Parent
Laura Stevenson-Dumas	Parent
Sandi Zeljko	Parent
Lisa Bishop	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The previous years school improvement plan was presented along with most recent school achievement data. Changes in state standards were addressed in the discussion of the plan.

b. Development of this school improvement plan

The SAC team has been involved in developing this plan by reviewing the school achievement data using DE test scores, FSA data, attendance, and RTI/ESE/504 plans.

c. Preparation of the school's annual budget and plan

Based on Needs Assessment Staff survey, the SAC meets to review needs and prepare the budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were used to purchase materials and trainings that support AVID (Advancement Via Individual Determination).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Tucker, Kathy	Principal
Keaton, Monique	Assistant Principal
Brush, Sue	Instructional Coach
Marsh, Elizabeth	Teacher, K-12
Wallace, Sandy	Teacher, ESE
McCutcheon, Sandy	Guidance Counselor
Allen, Pamela	Other
Bowers, Kymberli	Teacher, K-12
Gaudinio, Sara	Teacher, K-12
Jett, Pamela	Teacher, K-12
Killin, Larissa	Teacher, K-12
stoll, kora	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

LLT team will continue in implementing and communicating our school-wide reading initiative of reading nightly. In addition, the LLT will act as the AVID Site Team in order to implement school wide AVID success skills - specifically in the areas of WICOR (Writing, Inquiry, Collaboration, Organization and Rigor).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

*Peer Mentoring: teachers new to KES are paired with experienced teachers in their shared grade-level. The instructional literacy coach helps to facilitate mentoring activities and provide assistance and one-on-one coaching.

*Grade Levels participate in quarterly "Data and Dialogue" days. Using additional revenue and SAC funds, substitute teachers are hired to provide classroom coverage as teachers have "Data and Dialog Days". Days are structured to review current assessments (District DE and Formative Assessments), District Curriculum Maps and State Standards/NGSSS to plan for classes and small group instruction.

Time is built in to review high yield strategies associated with AVID program and Marzano.

*Instructional Literacy Coach has promoted the use of high yield strategies and positive relationships through classroom modeling and teaching.

* The KES Sunshine Committee exists to support teachers and staff. The Committee recognize KES Staff at major times in their lives: death, birth/adoption, marriage, retirement, illness, family tragedy, and or special recognition. The Committee hosts events each month to foster positive relationships among teachers.

*The ILC, in collaboration with a small group of teachers, work to disseminate district professional development on a monthly basis to support best practices and student achievement at Ketterlinus.

*District coordinator for teacher observation/evaluatlon model will assist school-based administrators on providing feedback on planning and teaching. In addition, coordinator will continue providing training to staff on updated model in the area of planning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

St. Johns County School District actively recruits instructional staff at college job fairs, and special recruiting events around the state.

Ketterlinus hires only the highest quality teachers by utilizing the Applitrack web-based system. Administration and staff are responsible for identifying teachers with qualifications that meet the criteria of the State of Florida for teaching professionals. Using the St.Johns County rules and regulations, they only hire teachers that are certified in-field and are effective educators.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

*Experienced teachers are paired with new teachers to KES in their shared grade-level. The instructional literacy coach helps to facilitate mentoring activities and provide assistance and one-on-one coaching.

*The New Teacher Mentoring Log should be kept of all meetings/observations through iObservation. These logs should be shared with school administrators. The New Teacher Mentoring Summary should be submitted to Professional Development at the end of the school year to earn inservice points.

*Both mentors and mentees will earn inservice points when the completed log summary is submitted.

*Professional learning opportunities will be provided monthly for new teachers. This professional development will be aligned with the SJCSD District Curriculum Goal, the EEE Evaluation System and the Florida Professional Educator Competencies. Attendance is encouraged for all new teachers. Mentors and school administrators are also welcome to attend.

*School administrators will meet monthly with mentor/mentee teams to discuss challenges and successes, provide feedback and support these mentor/mentee teams.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Instructional staff implements and utilizes district formative assessments, via iReady, to guide instruction for individual students.

KES uses state and district progress monitoring assessments, as well as classroom reading assessments (DRA) to determine the child's specific need and growth. Students identified as needing extra support are referred to the MTSS team. Once placed on an RtI plan, students are progress monitored weekly or bi-weekly to assess progress and adjust plans accordingly.

AVID framework has been implemented school wide for 5 years. Both instructional staff and support staff are given AVID training throughout the year. In addition, district provides feedback on the AVID high yield strategies through classroom visitations and walk-throughs.

Services for students identified as gifted are offered at each grade level. These classes are usually provided through the gifted blended model and are taught by gifted endorsed teachers. Classes are blended with other students to achieve state mandated class size requirements. An itinerant gifted teacher provides gifted social/emotional curriculum on a bi-week basis to gifted students.

ELL students are provided additional instruction through a district ESOL teacher.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,800

Students in grade 3 who scored a level 1 are provided intensive reading remediation during the summer by certified teachers.

Strategy Rationale

Summer school is designed to boost the academic needs of underperforming students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tucker, Kathy, kathy.tucker@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School uses state and district progress monitoring assessments, as well as classroom reading assessments (DRA) to determine the child's specific need and growth.

Strategy: Summer Program

Minutes added to school year:

Teacher professional development on high yield strategies, district's curriculum maps and assessments
for tracking and providing student intervention or enrichment.

Strategy Rationale

In-service teacher professional development programs play a large role in developing, supporting, and maintaining teacher quality.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tucker, Kathy, kathy.tucker@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through participation of summer staff development as tracked through the district's professional development system - Sungard. In addition, fidelity of training is tracked through classroom observations as shown in iObservation teacher evaluation web-based system.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for Kindergarten.

In addition, this year the school has implemented a Voluntary Pre-Kindergarten (VPK) program to assist preschool children to kindergarten.

KINDERGARTEN STAGGER START

Our fifth grade team meets with the middle school administrators and school counselors to facilitate smooth transition from elementary into middle school. AVID interviews are conducted for rising 6th graders who wish to transition into the AVID program in middle school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ketterlinus Elementary School will increase learning gains for lowest quartile students in language arts.
- G2.** Ketterlinus will increase learning gains of the lowest quartile students in mathematics.
- G3.** Ketterlinus will provide educational opportunities for parents to assist in student success in both academics and social/emotional well-being.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Ketterlinus Elementary School will increase learning gains for lowest quartile students in language arts.

1a

 G096550

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- New staff to the district/state. Time to become proficient in standards. Strategies needed to work with lowest quartile students (specifically those with trauma).

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID Site Planning, Instructional Literacy Coach, Summer Trauma training, eSchool dashboard
- Bi-monthly PLC's

Plan to Monitor Progress Toward G1. 8

iReady Scores, classroom observations and lesson plans

Person Responsible

Kathy Tucker

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

FSA Scores

G2. Ketterlinus will increase learning gains of the lowest quartile students in mathematics. 1a

 G096551

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- New staff to the district/state. Time to become proficient in standards. Strategies needed to work with lowest quartile students (specifically those with trauma).

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Curriculum Maps (YAGs- Year at a Glance)
- AVID Summer Institute Training & Resources
- Instructional Literacy Coaches (school-based and Title 1 district)
- iReady Assessments
- Summer Trauma Training

Plan to Monitor Progress Toward G2. 8

iReady, iObservation and classroom lesson plans

Person Responsible

Kathy Tucker

Schedule

Quarterly, from 9/4/2017 to 5/24/2018

Evidence of Completion

FSA Scores

G3. Ketterlinus will provide educational opportunities for parents to assist in student success in both academics and social/emotional well-being. 1a

 G096552

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	50.0

Targeted Barriers to Achieving the Goal 3

- Several families have limited time and resources to participate to the full extent.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent/Community Coordinator
- District Volunteer Coordinator
- PTO - Parent Teacher Organization
- SAC - School Advisory Council
- Title 1 funds
- Mobile Crisis Team
- District Social Worker
- Guidance Counselor and behavior support coach

Plan to Monitor Progress Toward G3. 8

Looking at iReady data, as well as RTI data (including classroom data)

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

FSA results (2018)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Ketterlinus Elementary School will increase learning gains for lowest quartile students in language arts. **1**

 G096550

G1.B1 New staff to the district/state. Time to become proficient in standards. Strategies needed to work with lowest quartile students (specifically those with trauma). **2**

 B259761

G1.B1.S1 Using the AVID Site Plan (by grade level), using instructional literacy coach to unpack the standards by grade level **4**

 S275173

Strategy Rationale

Use of our guidance counselor for our PLC's dealing with teaching children with trauma

Action Step 1 **5**

Examine data from iReady and previous data

Person Responsible

Sue Brush

Schedule

Quarterly, from 9/3/2017 to 5/24/2018

Evidence of Completion

Agendas, sign-in sheets, and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson plans and classroom observations

Person Responsible

Kathy Tucker

Schedule

On 5/24/2018

Evidence of Completion

Administrator will document observations in iobservation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increase iReady scores and classroom formative assessments

Person Responsible

Sue Brush

Schedule

Quarterly, from 9/4/2017 to 5/24/2018

Evidence of Completion

iReady, DRA scores

G2. Ketterlinus will increase learning gains of the lowest quartile students in mathematics. 1

 G096551

G2.B1 New staff to the district/state. Time to become proficient in standards. Strategies needed to work with lowest quartile students (specifically those with trauma). 2

 B259763

G2.B1.S1 Using the AVID Site Plan (by grade level), using instructional literacy coach to unpack the standards by grade level 4

 S275174

Strategy Rationale

Use of guidance counselor-how to teach children with trauma

Action Step 1 5

Review of iReady data and scores to identify areas of weakness

Person Responsible

Sue Brush

Schedule

Quarterly, from 9/4/2017 to 5/24/2018

Evidence of Completion

meeting sign-in sheets, meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Examine data from iReady and previous data

Person Responsible

Kathy Tucker

Schedule

Quarterly, from 9/4/2017 to 5/24/2018

Evidence of Completion

iObservation, lesson plans, iReady scores

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

iObservation data
Student formative assessments
iReady data

Person Responsible

Kathy Tucker

Schedule

Quarterly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Minutes in Site Team/Grade Chair Meeting and MTSS meetings iObservation data

G3. Ketterlinus will provide educational opportunities for parents to assist in student success in both academics and social/emotional well-being. 1

 G096552

G3.B1 Several families have limited time and resources to participate to the full extent. 2

 B259764

G3.B1.S1 School will use Title 1 funds to hire a school volunteer coordinator who coordinates parent trainings and workshops. AVID Success tutors to work individually with students that have identified through EWS and lowest quartile. District social worker and mobile crisis unit work collaboratively with students and families in crisis. 4

 S275175

Strategy Rationale

Increased parental/community involvement leads to higher student achievement.

Action Step 1 5

AVID Success Tutors will be hired to work with students identified through EWS and lowest quartile.

Person Responsible

Kathy Tucker

Schedule

On 5/24/2018

Evidence of Completion

Title 1 budget Golden School Award Five Star School Award Parent workshop agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

School will see an increase in parent involvement in RTI meetings, intake conferences, and parent workshops.

Person Responsible

Kathy Tucker

Schedule

On 5/24/2018

Evidence of Completion

Parent sign in sheets In take conference night Keep & Track data Volunteer training agenda and sign in sheets PTO/School family events flyers Mentoring hours

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The school will provide after hours workshops and conferences for parents to attend.

Person Responsible

Kathy Tucker

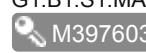
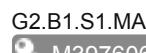
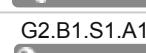
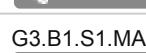
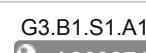
Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign in sheets for parent workshops Sign in sheets for in take conferences Parent conference logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M397605	iReady Scores, classroom observations and lesson plans	Tucker, Kathy	9/1/2017	FSA Scores	5/24/2018 monthly
G2.MA1  M397608	iReady, iObservation and classroom lesson plans	Tucker, Kathy	9/4/2017	FSA Scores	5/24/2018 quarterly
G3.MA1  M397611	Looking at iReady data, as well as RTI data (including classroom data)	Tucker, Kathy	8/10/2017	FSA results (2018)	5/24/2018 monthly
G1.B1.S1.MA1  M397603	Increase iReady scores and classroom formative assessments	Brush, Sue	9/4/2017	iReady, DRA scores	5/24/2018 quarterly
G1.B1.S1.MA1  M397604	Lesson plans and classroom observations	Tucker, Kathy	9/1/2017	Administrator will document observations in iobservation.	5/24/2018 one-time
G1.B1.S1.A1  A369369	Examine data from iReady and previous data	Brush, Sue	9/3/2017	Agendas, sign-in sheets, and teacher lesson plans	5/24/2018 quarterly
G2.B1.S1.MA1  M397606	iObservation data Student formative assessments iReady data	Tucker, Kathy	9/4/2017	Minutes in Site Team/Grade Chair Meeting and MTSS meetings iObservation data	5/24/2018 quarterly
G2.B1.S1.MA1  M397607	Examine data from iReady and previous data	Tucker, Kathy	9/4/2017	iObservation, lesson plans, iReady scores	5/24/2018 quarterly
G2.B1.S1.A1  A369370	Review of iReady data and scores to identify areas of weakness	Brush, Sue	9/4/2017	meeting sign-in sheets, meeting agendas	5/24/2018 quarterly
G3.B1.S1.MA1  M397609	The school will provide after hours workshops and conferences for parents to attend.	Tucker, Kathy	8/10/2017	Sign in sheets for parent workshops Sign in sheets for in take conferences Parent conference logs	5/24/2018 semiannually
G3.B1.S1.MA1  M397610	School will see an increase in parent involvement in RTI meetings, intake conferences, and parent...	Tucker, Kathy	8/10/2017	Parent sign in sheets In take conference night Keep & Track data Volunteer training agenda and sign in sheets PTO/School family events flyers Mentoring hours	5/24/2018 one-time
G3.B1.S1.A1  A369371	AVID Success Tutors will be hired to work with students identified through EWS and lowest quartile.	Tucker, Kathy	8/10/2017	Title 1 budget Golden School Award Five Star School Award Parent workshop agendas	5/24/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Examine data from iReady and previous data				\$0.00
2	G2.B1.S1.A1	Review of iReady data and scores to identify areas of weakness				\$0.00
3	G3.B1.S1.A1	AVID Success Tutors will be hired to work with students identified through EWS and lowest quartile.				\$15,765.93
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
6150	150-Aides	0091 - Ketterlinus Elementary School	Title I, Part A	0.64	\$15,765.93	
Total:						\$15,765.93