

# J Franklyn Keller Intermediate School



2014-15 School Improvement Plan

## J Franklyn Keller Intermediate School

420 S 8TH ST, Macclenny, FL 32063

www.baker.k12.fl.us

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
64%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
15%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	D

### School Board Approval

This plan was approved by the Baker County School Board on 1/5/2015.

### 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Keller Intermediate School is to provide an educational environment which encourages a lifelong desire for learning, enhances creativity, and provides the personal skills needed for a successful, happy, and productive future. Our motto is "Teach and Inspire Each Student ,Every Day!"

##### Provide the school's vision statement

Keller functions under the umbrella of the District's vision: To prepare individuals to be lifelong learners, self sufficient, and responsible citizens of good character.

#### School Environment

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

Our school has initiated a new Character Education Program called "Core Essential Values". It is designed to highlight a new character trait each month. Our school guidance counselor visits each classroom and teaches a short character lesson. Posters are distributed to every class and displayed throughout the school. The Character Traits are also announced every morning on the "Good Morning Show" and a short video is shown to reinforce these traits. Teachers extend the lesson by teaching a short lesson at the end of the day.

To encourage student leadership and increase student involvement in our school, we have students in leadership roles at Keller. Students are part of our School News Team and run the Daily Morning Show. Model students make up our Safety Patrol.

Our school is also initiating a new Guidance Group Counseling Program that targets students with needs in the areas of grief, divorce, and anger management. Our guidance counselor will be conducting small group sessions that teach problem solving skills and effective communication strategies.

It is a priority within Keller to facilitate strong communication with families that is consistent and school-wide. Strategies include using student planners to provide daily communication to our parents. This includes student reading logs, a behavior grade, daily homework and assignments. A Yellow Weekly Communication Folder is sent home every Friday with flyers, teacher newsletters, graded papers, weekly assessments and important information. Both require a parent signature for acknowledgement of review.

Keller engages families in meaningful ways with programs that keep them informed of their child's education. Families have multiple ways of staying informed of their child's learning process. School event reminders, absence notification, and important information is dispersed through the Alert Now system and our School Web-Site for all students. In addition to the classroom newsletters, a school-wide monthly newsletter is provided containing pertinent information and a current school calendar. This is used to communicate with our parents and keep them informed of student progress.

Keller provides many opportunities for families. We provided an Open House to welcome our students and their families. This provided an excellent opportunity to bring us together as a community. This event was well attended with over 500 families represented. We have a Family Reading Night once a month in our Media Center. We have a student talent show, dances, fieldtrips, Grandparents Breakfast and a Spring Fling that is a day of games and fun for all families. Keller also provides a Parent Volunteer Program, Family Book Fairs, FSA Parent Night and an After School



Tutoring Program. We also have a monthly Terrific Kid Program. Each month a student from every class is recognized for outstanding character traits by their teacher. The student receives rewards from the Principal and the Kiwanis Club with their family and friends present.

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

Keller provides an Extended Day Program that offers services before and after school. This program offers opportunities for students to complete homework and be involved in enrichment activities. Keller provides adult supervision before and after school. Teachers are posted at their doors and other staff members are positioned around the school for morning arrival and afternoon dismissal. To increase safety at our school, Keller has Adult Crossing Guards and deputies to help with traffic flow. We also have adults loading and unloading our students in the car loading and bus loading area. New sidewalks and railing have been added that provide students with a safe place to walk. We have a School Nurse on campus at all times. The nurse provides daily care for all of our students, gives first aide, dispenses medications, and communicates with parents and support services. She also sends out healthy tips and provides workshops. Keller has a morning student Safety Patrol that is posted throughout the school to encourage positive behavior. The patrol hands out "Paw Bucks" tickets for students following the safety rules. "Paw Bucks" tickets is part of our Positive Behavior Support Program at Keller.

**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**

Keller supports a school wide positive behavior support program. Our PBS program at Keller is designed to foster a climate of cooperation, academic excellence, respect and safety at our school. Our plan makes use of effective instructional strategies, consistent correction procedures, logical consequences and positive reinforcement to teach students the skills and behaviors necessary to succeed. Our PBS team created a PBS Student and Parent Handbook. This includes a school-wide Behavior and Discipline Plan, five behavior rules, our attention signal, and expectations. Our expectations "Listen Respectfully", "Learn to Do Your Best", and "Lead by Example", show our students at Keller what it means to have Paw Pride! The students recite the expectations daily with the Assistant Principal on the Good Morning Show. They receive positive reinforcement with tickets or "Paw Bucks" and "Paw Stamps". Every student has a Tiger Paw Tracker to keep up with their paws. This is posted in their classroom along with the school rules and expectations. Every nine weeks the paws will be totaled and the students will receive rewards. Parents are also sent letters and asked to encourage their child to participate and join the PBS fun. Parents are invited to our No Referral Dance every nine weeks. Teachers are provided with a Behavior Flow Chart, a Weekly Class Behavior Chart and an Individual Student Behavior Chart. They use these to track student behavior and collect data to graph and use for school-wide discipline data and MTSS. Our PBS Team meets every month to review this discipline data to be proactive addressing students behaviors and reduce referrals. Our team members then meet with their grade level teams and report data and PBS information. Discipline data is shared with the entire faculty at mid-year and the end of the year. Keller uses Skyward Student Information Systems to input referrals and graph discipline data. Keller has had a major reduction in total referrals and out of school suspensions for the past 3 years. Another way we encourage positive behavior is every week teachers nominate a student to be the classes "Star Student". The names are emailed to the Principal and a letter goes home to celebrate every student who was nominated.,The Principal then draws a 4th grade student and a 5th grade student to receive a gift card.The winners are announced on the Good Morning Show! Teachers also send home Positive Post Cards to Parents throughout the school year.

**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**

We have a full-time Guidance Counselor. Our school is also initiating a new Guidance Group Counseling Program that targets students with needs in the areas of grief, divorce, and anger management. Our Guidance Counselor will be conducting small group sessions that teach problem-solving skills and effective communication strategies.

The District supports our school's social-emotional needs of students by providing a Mental Health Counselor, a District Positive Behavioral Support Lead, a District Positive Behavioral Support Coach, School Psychologists, Behavioral Analyst, and an ESE/Student Services Staffing Specialist.

Keller Intermediate School has full-time nursing services covering the School Clinic. The nurses are very sensitive to our students' needs and work collaboratively with the school administration, guidance, and parents to assist in proper services for the students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The school is utilizing Performance Matters Early Warning System and our Skyward Student Information System custom reports showing criteria including attendance, discipline, retentions, ESE codes, 504 Plans, below grade level performance in ELA or Math, and academic course failures. Teacher referral of struggling students along with data analysis of our EWS are reviewed by the MTSS SBLT. Decisions of interventions for students are made and referred to the proper student support personnel to begin services or adjust current services that aren't successful.

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

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

Indicator	Grade Level		Total
	4	5	
Attendance below 90 percent	66	54	120
One or more suspensions	6	16	22
Course failure in ELA or Math	58	81	139
Level 1 on statewide assessment	49	127	176

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	3	6	9

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

Students that are identified by the EWS are reviewed by the MTSS SBLT. Then differing levels of intervention are determined to match the need of the student. Some EWS students will receive daily interventions, some students will be paired with an adult mentor for the duration of their enrollment at

our school, others will receive intervention on an intermittent schedule, while others may receive a mix of school day interventions with extended day services.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

J. Franklyn Keller was awarded the Golden School Award for volunteers for 2013-2014. There were 785 volunteers who contributed 2, 974 hours in the day-to-day operations of our school. It is our goal for Keller to receive the Golden School Award for volunteers again for 2014-2015 and the percentage of active volunteers directly involved in the day-to-day operations of the school will increase by at least 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**

Keller recognizes a student from every class each month to be a "Terrific Kid". These students are publically recognized for their excellent behavior. This is sponsored by the local Kiwanis Club. Keller also recognizes students who meet their AR reading goals each month. The media specialist gathers data throughout the year and all students that meet their goal are rewarded. They are treated to a cook out and prizes. The students are also are given a ten dollar savings account by our business partner, First Federal Bank of Florida, each nine weeks. Students also receive rewards for attending and being a part of the "Just Say No Club". This is sponsored by our local Sheriff's Office. All 5th grade students attend monthly meetings and are rewarded at the end of the year with a cookout and police dog show. Students' incentive rewards for FCAT performance were given to students who made fives and for students who grew the most. Students also receive rewards for achieving their individual goals in our Positive Behavior Support Program. The School Advisory Council met and gave permission to use School Improvement money for these incentive rewards. (It is anticipated that the SAC will continue this practice with the new FSAs.)

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Davis, David	Principal
Hite, Jennifer	Guidance Counselor
Padgett, Carylon	Teacher, ESE
Prescott, Amy	Teacher, K-12
Anderson, Naomi	Teacher, K-12
Brookins, Lisa	Teacher, K-12
Taylor, Quentin	Instructional Coach
Johnson, Jill	Teacher, K-12
McHenry, Jessica	Teacher, K-12
Mann, Denise	Assistant Principal

### Duties

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

School Guidance Counselor : MTSS Chair and Lead Testing Coordinator  
 Principal: Data Examination, Instruction and Process Facilitator  
 Assistant Principal: Behavior and Discipline Data  
 Instructional Coach: Academic Resource for Instruction / Data Interpretation/School-wide Testing  
 ESE Teacher : Instructional Strategy Specialist  
 Two Grade 4 Reading Representatives: Subject Area Specialist  
 One Grade 4 Math/Science Representative: Subject Area Specialist  
 Two Grade 5 Reading Representatives: Subject Area Specialist  
 One Grade 5 Math/Science Representative: Subject Area Specialist  
 School Psychologist: Data Interpretation and Assessment Specialist

***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***

There are several levels of problem solving at play in the MTSS process. The first step in the process is obtaining accurate student data. The next step in that is to examine FCAT data on all students from the previous year; students with no progression or regression are the initial targets. At the beginning of 2014 the academic year, students are also then tested using tests developed by “Discovery Education”, FAIR FS and LLI Assessments. The Discovery Education test is administered three times per year. The 2014 results of the test are used in combination with the FCAT results to target even more specifically the areas of student weakness. Classroom teacher observations and a detailed examination of any previous actions taken with a specific student (contained in the student’s MTSS folder) are the next steps in the process. Classroom teachers then use the four-step problem-solving model to begin the process of addressing the issue: identify the problem, hypothesize what might be the reason for the problem, develop a measurable strategy to address the problem, implement the strategy and then assess and graph the outcome. At that point, one of several things can happen: the area of weakness improves, there is no observable change or the problem gets worse. Depending on the measured result, the strategy is either continued as developed (seeing improvement), is modified (seeing some improvement, but not enough) or it is discarded and another strategy is developed and implemented – essentially the process starts over, or at least re-examined. Along the problem-solving

path, parents, colleagues and/or the members of the School and District MTSS Team can be accessed and brought into the problem to assist. In regularly scheduled meetings, the school-level MTSS Team uses the 8-step problem-solving process as a means of looking at a problem from a more strategic perspective, identifying any possible barriers and specifying what resources may be brought to bear on any action plans that are initiated. It is a team effort.

Coordinating Titles I, II, and IDEA, Head Start, Adult Education, SAI, Career and Technical Education, and Job Training broadens the scope, the depth, and the amount of professional development activities that ensure all instructional personnel meet the definition of highly qualified. These Title programs allow additional resources for activities and practices to assist with the recruitment and retention of highly qualified personnel. A large focus is given to utilizing Best Practices and research-based programs with an emphasis on data driven, progress monitored, differentiated instruction. Professional activities also place emphasis on the importance of and how to better involve parents in their children's education. Titles I, II, and IDEA all share the goal to increase student learning gains in all core content areas within a safe, healthy, drug-free learning environment. Our coordinated efforts work together, not to duplicate services, but to ensure that not only academic services, but behavioral and environmental issues are addressed in all of our schools (including, but not limited to: safe physical school settings, wellness, healthy habits, drug education, and behavior management.) These Titles try to meet the needs of the total child to ensure academic success.

\*Example of some of our areas of emphasis: Florida Continuous Improvement Model, Curriculum Mapping, Florida Reading Initiative, Students Understanding Math and Science (SUMS) Initiative, CRISS, SRA Researched Based Curriculum, Discovery Education Assessments (ThinkLink), Collins Writing Workshop, Harry Wong Teacher Induction and Retention Trainings, CHAMPS, and Positive Behavior Support. The LEA schedules regular meetings at each school site with their leadership team to further discuss concerns and needs for their school. The LEA also participates in regular District Educational Leader Meetings and District Principal Meetings to further ascertain the needs in our District. The LEA participates in Superintendent and District Director meetings to discuss, plan, and coordinate efforts to achieve the goal to increase student learning gains in all core content areas within a safe, healthy, drug-free learning environment.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
David Davis, Principal	Principal
Mrs. Susan Miller, Chairperson	Parent
Mrs. Tiffanie Cox, Co-Chairperson	Parent
Deidra Rhoden	Parent
Rita Givens	Business/Community
Dana Wood, Business Partner	Business/Community
Jennifer Crummey	Teacher
Quentin Taylor	Teacher
Amy Prescott	Teacher
Katie Kennedy	Education Support Employee
Melanie Watson	Education Support Employee
Shana Jones, School Nurse	Education Support Employee
Jana Crews, School Nurse	Education Support Employee
Denise Mann, Assistant Principal	Principal
Renee Lyons	Parent
Sara Craft	Parent
Kim Lucas	Parent
Jack Baker, Grandparent and Business Partner	Business/Community
Lisa Brookins, Technology	Teacher
Michelle Chancey	Parent
Audrey Kennedy, Business Partner Country Federal	Business/Community
Kristen Barrios	Parent
Stephanie MacDonald	Teacher
Ryan McGee	Teacher
Dr. Meg Romeo	Parent
Jessica Crosby	Teacher

**Duties**

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

*Evaluation of last year's school improvement plan*

Participants in the SIP are selected across all grade levels and disciplines within the staff. SIP Sub-committees are set up based on the areas of focus in the plan. These committees are formed for the following areas: English Language Arts, Math/Science, and Technology, Parent Involvement, and Program and Activities. Information is given to each of the committee members regarding their roles and responsibilities, meeting times, and designated chairperson of each sub-committee. They review the previous year's plan, FCAT and other assessment data, responses from needs assessments and climate surveys. Then the Sub-committees recommend goals, modifications, and changes in order to meet our school improvement goals. As a full SIP Committee, goals with strategies/activities and targets are established to meet the student growth and achievement goals for 2014-2015.

*Development of this school improvement plan*

This SIP has been developed by completing the tools provided by Differentiated Accountability Team and the Bureau of School Improvement. All tools were used: Five Domain Guiding Question Framework, Step Zero: Powerful Theories of Action, Step Zero Data Charts, 8-Step Planning and Problem Solving CIMS Offline Worksheet, and gathering the School Improvement Leadership Team to meet and work through the SIP Tools with our DA Team facilitating many of the SIP Sessions. The proposed SIP Domains and Goals have been presented at the School Advisory Council Meetings for open discussion. The meetings for the SAC are advertised in the school newsletter, mailings, our website, and on the Alert Now calling system.

*Preparation of the school's annual budget and plan*

The SAC discusses and votes on the use of school improvement funds including the amount budgeted for each project.

The School's Annual Budget and SIP budget are always open for review by the School Advisory Council. The School Advisory Council may make suggestions or recommendations regarding the focus of school funds to be considered by the school leadership.

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

Last year's school improvement funds were used to focus on core academics, academic incentive rewards, and some supplemental academic supplies.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Taylor, Quentin	Instructional Coach
McHenry, Jessica	Teacher, K-12
West, Rachel	Teacher, K-12
Anderson, Naomi	Teacher, K-12
Mann, Denise	Assistant Principal
Hite, Jennifer	Guidance Counselor
Padgett, Carylton	Teacher, ESE
Davis, David	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team is a subset of the School Leadership Team, The team provides leadership for the implementation of the Literacy strategies on the SIP. The principal is the LLT chairperson. The instructional coach is a member of the team and provides extensive expertise in data analysis. The instructional coach and the principal collaborate with the team to ensure that data-driven instruction support is provided to all teachers. The principal ensures the LLT monitors reading

data, identifies school-wide and individual teachers' literacy- focused instructional strengths and weaknesses and creates a professional development plan to support identified instructional needs in conjunction with the School Leadership Team's support plan. Additionally the Principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

This year we will concentrate on increased participation from all classes in the Accelerated Reader (AR) Program with emphasis on more students meeting their reading goal at 85% accuracy. The previous year's reading results will be analyzed for areas of concern with emphasis on monitoring their progress. Positive reinforcement for success in our AR program will be sponsored by First Federal Bank of Florida, our business partner. Their program will recognize individual achievements as well as classroom success in AR.

Overall improvement in fluency/comprehension is a school-wide goal through the use of running records in every reading class to increase student achievement. FRI strategies and Florida Standards are regularly scheduled in the Focus Calendar to be emphasized throughout the year with all students. The Instructional Coach will be sharing the school-wide progress and concerns with the LLT.

A major shift in scheduling has been implemented to provide all students with more time-on-task. Our annual Vocabulary Parade, Bingo for Books, Celebrate Literacy Week, Summer Reading Challenge and other initiatives will be in place for 2014-15. Writing professional development will be provided in Collins Writing for Elementary students.

The LLT meets monthly or more often if needed, to discuss the progress of literacy achievement and reading/writing initiatives throughout the school year. Along with the achievement needs of the students, the LLT also sponsors positive events throughout the year to encourage and increase participation in literacy initiatives. Florida Standards will be regularly addressed with the faculty and increased emphasis will be placed on regular use of complex text in the classroom.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers will participate in professional development facilitated by the DA Team, by CPALMS specialist, and with the Instructional Coach. The design of the professional development will move from larger content specialty groups to smaller groups of collaborative teams. Teachers will be supported to move towards building their own capacity to work in collaborative teams.

Team Time Meetings will be conducted and partner/mentoring will be assigned to share best teaching practices. Instructional Coach and Support Facilitators will assist in the Team Time Meetings.

The School Improvement Leadership Team created a "Giving Tree" with the sharing of compliments, written on apples, and a sharing of best practices by "Leafing" them stapled to an area in the Teachers' Dining area. The compliments are specific about an individual's contribution to learning or the school environment and signed by the person recognizing the good practice. Every two weeks the compliments are gathered to draw for "Kellen the Traveling Tiger" to be displayed in their classroom or office to recognize their Team Spirit. A picture of the winner and Kellen the Tiger is posted on our school website.

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

Our county uses the following strategies to recruit highly qualified, certified teachers, and effective teachers to the school:

\*\*Place job postings on district website at [www.baker.k12.fl.us](http://www.baker.k12.fl.us) -- Executive Secretary to the Superintendent

\*\*Attend NEFEC Career Fair in Lake City -- Administrators



- \*\*Utilize the website [www.teachertoteacher.com](http://www.teachertoteacher.com) -- Principals
  - \*\*Contact local universities -- Robin Mobley, Assistant Superintendent
- The following strategies are used to retain highly qualified, certified-in-field, and effective teachers:
- \*\*Salary Bonuses--District Finance Office
  - \*\*Welcome Back to School Luncheon--Superintendent
  - \*\*Teacher Appreciation Week in May--Principal
  - \*\*Lead Teacher Funds--State Funding
  - \*\*Provide on-going professional development opportunities

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

Our school provides a peer teacher/mentor for all beginning teachers (1st year). The mentoring teacher has completed our District Mentoring Professional Development Program and Clinical Ed Training. These mentoring teachers have also been trained in district-wide initiatives including SUMS, FRI, and CRISS training.

The beginning teacher participates in the following professional development during the first year:

- \*\*District Beginning Teacher Workshop
- \*\*Keller Intermediate School Beginning Teacher Program, as outlined by the district
- \*\*Weekly meetings between the beginning teacher and the mentor teacher
- \*\*Three formative observations by the mentor teacher
- \*\*Two summative observations by the principal
- \*\*Frequent classroom walk-throughs by educational leaders
- \*\*Modeling of strategies and best practices by the instructional coach throughout the year
- \*\*Observation of other highly qualified and high-performing teachers
- \*\* Training on the use of FAIR, Discovery Education, and STAR data
- \*\*Utilization of the LEdRN Professional Development Website
- \*\*Utilization of [www.cPALMS](http://www.cPALMS) website
- \*\*Attend CRISS training
- \*\*Participate in book studies, professional development, and professional learning communities as they occur throughout the school year

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

With the assistance of NEFEC Consortia, CPALMS Specialist, DA Team, and the Instructional Coach, all core content areas have been benchmarked against the published Florida Standards (FS). Summer and Pre-planning Workshops were conducted to review FS and create curriculum maps including resources to support instruction.

The curriculum maps, including resources, are under continual review, facilitated by the Instructional Coach and DA Team members.

The MTSS SBLT will be charged with monitoring the success of all Tier 1 instructional services.

#### **Instructional Strategies**

***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***

There are several levels of problem solving at play in the MTSS process. The first step in the process is obtaining accurate student data. The next step is to examine FCAT data on all students from the previous year; students with no progression or regression are the initial targets. At the beginning of 2014 the academic year, students are also then tested using tests developed by “Discovery Education”, FAIR FS and LLI Assessments. The Discovery Education test is administered three times per year. The 2014 results of the test are used in combination with the FCAT results to target even more specifically the areas of student weakness. Classroom teacher observations and a detailed examination of any previous actions taken with a specific student (contained in the student’s MTSS folder) are the next steps in the process. Classroom teachers then use the four-step problem-solving model to begin the process of addressing the issue: identify the problem, hypothesize what might be the reason for the problem, develop a measurable strategy to address the problem, implement the strategy and then assess and graph the outcome. At that point, one of several things can happen: the area of weakness improves, there is no observable change or the problem gets worse. Depending on the measured result, the strategy is either continued as developed (seeing improvement), is modified (seeing some improvement, but not enough) or it is discarded and another strategy is developed and implemented – essentially the process is started over, or at least re-examined. Along the problem-solving path, parents, colleagues and/or the members of the School and District MTSS Team can be accessed and brought into the problem to assist. In regularly scheduled meetings, the school-level MTSS Team uses the 8-step problem solving process as a means of looking at a problem from a more strategic perspective, identifying any possible barriers and specifying what resources may be brought to bear on any action plans that are initiated. It is truly a team effort.

***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:** Extended School Day

**Minutes added to school year:** 1,680

Our Media Specialist offers extended hours after school for students and parents to access our Media Center. Each nine weeks, the Accelerated Reader Program is provided to parents and students between the hours of 4 - 6 PM as part of our Family Reading Night. In addition, our Media Specialist provides Book Fair time for parents three times per year from 4 -6 PM. Students and parents are given time to visit our Scholastic Book Fair to purchase additional reading materials.

***Strategy Rationale***

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Davis, David, david.davis@bakerk12.org

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

Classroom teachers and the Media Specialist collect the data of our students who are meeting their AR goals at 85% accuracy in comprehension. These goals are based on their Zone of Proximal Development (ZPD) level as determined by the STAR assessment given in August. Eight goals are set throughout the year to help students meet their yearly goal. Data is analyzed to determine if students are progressing and teachers conference with their students to help them throughout the year to meet their individual reading goal. The top classes in both 4th and 5th grades are recognized by the principal at each goal mark with a class trophy. The Media Specialist gathers the data throughout the year and students who meet their yearly goal at 85% accuracy are treated with an end-of-year cookout and are given medals and certificates of recognition. To support student progress in our AR initiative, we have participation from our business partner, FIRST FEDERAL BANK of FLORIDA who supplies \$10 savings accounts each nine weeks for students who meet their goal.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,700

Students identified as struggling academically are invited to participate in 90 minute sessions of after school tutoring for 32 sessions. The emphasis of these sessions is to accelerate learning to close the achievement gap in reading and mathematics.

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Taylor, Quentin, rodney.taylor@bakerk12.org

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

The effectiveness of the tutoring will be determined by progress monitoring using running records, written student work and formative assessments. The overall effectiveness of the program will be determined by the student growth as measured on the FSA.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,700

Students who are identified as part of our level 2's and lower level 3's are invited to participate in after school tutoring sessions twice a week for 90 minutes in approximately 30 sessions. The emphasis of these sessions is to provide support and remediation in reading and math as described by the Florida State Standards. These sessions are small group (8 - 10 per group) and are designed to support the needs of our students as identified on the FCAT 2.0 test administered in April.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Davis, David, david.davis@bakerk12.org

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

The effectiveness of the program is determined by the students growth as measured on the FSA.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Orientation at Keller for all incoming 3rd graders to 4th grade and orientation at the Middle School for all 5th graders to 6th grade. Guidance Counselors and Administrators communicate between all schools.

### College and Career Readiness

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

Not applicable

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

Not applicable

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

Not applicable

***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***

## 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

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

## Strategic Goals Summary

- G1.** In 2014-15 student achievement will increase if Keller Intermediate School creates an environment of support for teacher and student learning, and collaboration through a school-wide focus on sharing of resources, honest communication, and celebration of successes.
- G2.** In 2014-15 student achievement will increase if the Gradual Release Model is understood and implemented with fidelity school-wide.
- G3.** In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** In 2014-15 student achievement will increase if Keller Intermediate School creates an environment of support for teacher and student learning, and collaboration through a school-wide focus on sharing of resources, honest communication, and celebration of successes. **1a**

G056932

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	20.0
ELA/Reading Lowest 25% Gains	10.0
FSA - Mathematics - Proficiency Rate	54.0
Math Gains	30.0
Math Lowest 25% Gains	20.0
FCAT 2.0 Science Proficiency	35.0

**Resources Available to Support the Goal** **2**

- District-wide Elementary Collaboration Events facilitated by Instructional Coaches.
- Keller Programs and Activities Committee (PAC) comprised of Faculty, Staff, and Parent Representation
- Keller School Improvement Leadership Team
- Organization of Communication and Meetings to represent all stakeholders, e.g. Team Leader Meetings, Team Meetings, Faculty Meetings, Parent Nights, School Advisory Council.
- The Giving Tree and "Leaf" Your Ideas Room maintained by the School Improvement Leadership Team
- MTSS School-Based Leadership Team
- District MTSS Leadership Team
- Positive Behavior Support Team-Regional, District, and School Level

**Targeted Barriers to Achieving the Goal** **3**

- Lack of collaboration and honest communication

**Plan to Monitor Progress Toward G1.** **8**

Monitor students progress in all academic and behavioral areas observed by school and district leadership. Minutes from the small group collaborative teams, lessons developed, and data on students served.

**Person Responsible**

David Davis

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

Increased student achievement and positive comments on the end of year parent, teacher, and student surveys.

**G2.** In 2014-15 student achievement will increase if the Gradual Release Model is understood and implemented with fidelity school-wide. **1a**

G056933

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	20.0
ELA/Reading Lowest 25% Gains	10.0
FSA - Mathematics - Proficiency Rate	54.0
Math Gains	30.0
Math Lowest 25% Gains	20.0
FCAT 2.0 Science Proficiency	35.0

**Resources Available to Support the Goal** **2**

- Reading and Math Curriculum, Houghton Mifflin "Journeys" and "Go-Math", Heinnean's Comprehension Toolkit are research-based and aligned with Florida Standards.
- Full-time instructional coach is employed in our school.
- Regularly scheduled Team Time meetings are provided for English Language Arts and Math/ Science teachers to collaborate at grade level and share best practices.
- After-school tutoring is provided for lower achieving students two times per week.
- Interventionist block time is provided for students, along with differentiated instruction in the English Language Arts and Math/Science block.
- Increased data and item analysis on curriculum-based assessments is occurring and providing teachers with information to provide individual instruction in English Language Arts and Math/ Science.
- Professional development is provided for the Gradual Release Model for English Language Arts and Math/Science teachers.
- Computer lab access is available to all classes to receive instruction in English Language Arts and Math/Science through Discovery Education probes, Study Island, Moby Max, Sum Dog, and textbook online practice.

**Targeted Barriers to Achieving the Goal** **3**

- There is a steep learning curve as teachers familiarize themselves with the new Florida Standards, the new curriculum and its structure using the gradual release model.



**Plan to Monitor Progress Toward G2.** 8

Data will be collected and graphed for each of the assessments as they are given. Feedback will be provided to the teachers and the MTSS regarding the progress of their students.

**Person Responsible**

David Davis

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Observe teachers' gradual release lessons and review all assessment data to determine if student achievement increased.

**G3.** In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide. 1a

G056934

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	20.0
ELA/Reading Lowest 25% Gains	10.0
FSA - Mathematics - Proficiency Rate	54.0
Math Gains	30.0
Math Lowest 25% Gains	20.0
FCAT 2.0 Science Proficiency	35.0

**Resources Available to Support the Goal** 2

- The District participates in the State Interproject DAPPS that supports MTSS. This project has assigned a support facilitator to assist Keller Intermediate School.
- The District has assigned a District Administrator, an ESE Staffing Specialist, and a MTSS consultant to support the planning, monitoring and delivery of differentiated Instruction with the School-based MTSS Team.
- The School-based MTSS Team.

**Targeted Barriers to Achieving the Goal** 3

- Lack of established MTSS services for Tier I.
- Teachers' lack of knowledge and comfort level in how to plan for and deliver differentiated instruction.

**Plan to Monitor Progress Toward G3.** 8

Assessments will be given to monitor ongoing progress of students in all content areas.

**Person Responsible**

David Davis

**Schedule**

Biweekly, from 9/22/2014 to 5/15/2015

**Evidence of Completion**

Rosters of meetings, data collected from assessments, lesson plan checks, documentation of differentiated instruction delivery, and classroom walk-throughs will be evidence. Review final results on state assessments for student growth.

## 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.** In 2014-15 student achievement will increase if Keller Intermediate School creates an environment of support for teacher and student learning, and collaboration through a school-wide focus on sharing of resources, honest communication, and celebration of successes. **1**

 G056932

**G1.B3** Lack of collaboration and honest communication **2**

 B144160

**G1.B3.S1** Teachers will participate in professional development facilitated by the DA Team, Becky Childs with CPALMS, and with the Instructional Coach. The design of the professional development will move from larger content specialty groups to smaller groups of collaborative teams. Teachers will be supported to move towards building their own capacity to work in collaborative teams. **4**

 S156307

### Strategy Rationale

Given team building opportunities centered around student learning will increase collaboration and honest communication.

### Action Step 1 **5**

Teachers will collaborate by specialty areas with other schools and in small groups at Keller to discuss best practices.

#### Person Responsible

David Davis

#### Schedule

Biweekly, from 8/12/2014 to 5/22/2015

#### Evidence of Completion

Sign in sheets and work products from the collaboration meetings.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Team building opportunities centered around student learning will increase collaboration and honest communication resulting in student achievement gains.

**Person Responsible**

Quentin Taylor

**Schedule**

Monthly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Rosters, Shared Curriculum Maps, Shared Activities, and increased student achievement.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Periodic review of culture/climate in Team Time and MTSS Meetings

**Person Responsible**

David Davis

**Schedule**

Monthly, from 10/6/2014 to 6/9/2015

***Evidence of Completion***

Minutes from Team Time/MTSS, PLC and observational notes from classroom walk-throughs.

**G2.** In 2014-15 student achievement will increase if the Gradual Release Model is understood and implemented with fidelity school-wide. 1

G056933

**G2.B2** There is a steep learning curve as teachers familiarize themselves with the new Florida Standards, the new curriculum and its structure using the gradual release model. 2

B144164

**G2.B2.S1** Teachers will receive professional development and ongoing support in the use of the gradual release model. 4

S156308

### Strategy Rationale

With proper professional development, support, and monitoring the gradual release model will be implemented school-wide with fidelity

### Action Step 1 5

Professional development in the proper use of textbook, online resources, activities, and materials will be provided by Consultants, DA Team, CPALMS, Heinemann, Houghton Mifflin, and the Instructional Coach.

#### Person Responsible

Quentin Taylor

#### Schedule

Biweekly, from 8/8/2014 to 5/29/2015

#### Evidence of Completion

Rosters, agendas, lesson plan checks, and classroom walk-throughs will provide evidence of completion

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Professional development will be attended by all teachers to assimilate themselves to the new Florida Standards curriculum and the gradual release model of instruction.

#### Person Responsible

Denise Mann

#### Schedule

Biweekly, from 8/12/2014 to 5/22/2015

#### Evidence of Completion

rosters, lesson plans, classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Small Group Teams will meet with Instructional Coach and DA Team to discuss curriculum map, observations, data, and areas of continued need.

**Person Responsible**

Quentin Taylor

**Schedule**

Monthly, from 8/12/2014 to 5/8/2015


**Evidence of Completion**

Survey of satisfaction in support of best teaching practices coupled with the observations of implementation.

**G3.** In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide. 1

 G056934

**G3.B1** Lack of established MTSS services for Tier I. 2

 B144165

**G3.B1.S1** Regular, ongoing support from state and district to establish proper use of MTSS to meet the needs of students. 4

 S156309

**Strategy Rationale**

Using the 8-step or 4-step problem solving model with a dedicated school-based MTSS team will increase the implementation of differentiated instruction.

**Action Step 1 5**

The District SIP designee will oversee scheduling of all support from the State and District Level to properly implement MTSS Services at Keller Intermediate School.

**Person Responsible**

David Davis

**Schedule**

Monthly, from 9/9/2014 to 6/26/2015

**Evidence of Completion**

Attendance of MTSS meetings, minutes from MTSS, data analysis of the intervention services/progress monitoring. Conduct classroom walkthroughs with emphasis on observing differentiated instruction.

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

District MTSS Leadership Team along with DAPPS will monitor MTSS Tier 1 Services

**Person Responsible**

David Davis

**Schedule**

Monthly, from 9/29/2014 to 6/9/2015

**Evidence of Completion**

Agenda, Rosters, and Minutes of MTSS will be monitored.

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

DAPPS and District MTSS will regularly meet with Keller MTSS Team for support and review of services.

**Person Responsible**

Jennifer Hite

**Schedule**

Monthly, from 10/2/2014 to 6/9/2015

**Evidence of Completion**

The SAM survey (developed by State DAPPS) will be administered and results analyzed.

**G3.B2** Teachers' lack of knowledge and comfort level in how to plan for and deliver differentiated instruction. 2

B144166

**G3.B2.S1** Teachers will mentor and collaborate together to assist each other in strengthening their differentiated instruction skills including planning, data analysis, and sharing of activities. 4

S156310

### Strategy Rationale

#### Action Step 1 5

Team Time Meetings will be conducted and partner/mentoring will be conducted to share best teaching practices.

Instructional Coach and Support Facilitators will assist in the Team Time Meetings.

#### Person Responsible

Carylon Padgett

#### Schedule

Biweekly, from 9/10/2014 to 5/22/2015

#### Evidence of Completion

Rosters, agendas of meetings, strategic lesson plans showing the target groups for differentiated instruction.

#### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The School-based MTSS Leadership Team (SBLT) will monitor for implementation of differentiated instruction with fidelity. All Tiers of MTSS will be monitored by the SBLT.

#### Person Responsible

David Davis

#### Schedule

Biweekly, from 9/17/2014 to 6/5/2015

#### Evidence of Completion

SBLT agendas and SBLT minutes, Team Time rosters and agendas, walk-throughs, and data analysis.



**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Collaborative meetings between teachers will increase differentiated instruction capacity with the text/subject.

**Person Responsible**

Denise Mann

**Schedule**

Monthly, from 9/10/2014 to 6/5/2015

**Evidence of Completion**

Survey of teachers at end of year, with sharing of learned strategies

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Teachers will collaborate by specialty areas with other schools and in small groups at Keller to discuss best practices.	Davis, David	8/12/2014	Sign in sheets and work products from the collaboration meetings.	5/22/2015 biweekly
G2.B2.S1.A1	Professional development in the proper use of textbook, online resources, activities, and materials will be provided by Consultants, DA Team, CPALMS, Heinemann, Houghton Mifflin, and the Instructional Coach.	Taylor, Quentin	8/8/2014	Rosters, agendas, lesson plan checks, and classroom walk-throughs will provide evidence of completion	5/29/2015 biweekly
G3.B1.S1.A1	The District SIP designee will oversee scheduling of all support from the State and District Level to properly implement MTSS Services at Keller Intermediate School.	Davis, David	9/9/2014	Attendance of MTSS meetings, minutes from MTSS, data analysis of the intervention services/progress monitoring. Conduct classroom walkthroughs with emphasis on observing differentiated instruction.	6/26/2015 monthly
G3.B2.S1.A1	Team Time Meetings will be conducted and partner/mentoring will be conducted to share best teaching practices. Instructional Coach and Support Facilitators will assist in the Team Time Meetings.	Padgett, Carylon	9/10/2014	Rosters, agendas of meetings, strategic lesson plans showing the target groups for differentiated instruction.	5/22/2015 biweekly
G1.MA1	Monitor students progress in all academic and behavioral areas observed by school and district leadership. Minutes from the small group collaborative teams, lessons developed, and data on students served.	Davis, David	8/12/2014	Increased student achievement and positive comments on the end of year parent, teacher, and student surveys.	5/29/2015 monthly
G1.B3.S1.MA1	Periodic review of culture/climate in Team Time and MTSS Meetings	Davis, David	10/6/2014	Minutes from Team Time/MTSS, PLC and observational notes from classroom walk-throughs.	6/9/2015 monthly
G1.B3.S1.MA1	Team building opportunities centered around student learning will increase collaboration and honest communication resulting in student achievement gains.	Taylor, Quentin	8/12/2014	Rosters, Shared Curriculum Maps, Shared Activities, and increased student achievement.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data will be collected and graphed for each of the assessments as they are given. Feedback will be provided to the teachers and the MTSS regarding the progress of their students.	Davis, David	9/30/2014	Observe teachers' gradual release lessons and review all assessment data to determine if student achievement increased.	6/5/2015 monthly
G2.B2.S1.MA1	Small Group Teams will meet with Instructional Coach and DA Team to discuss curriculum map, observations, data, and areas of continued need.	Taylor, Quentin	8/12/2014	Survey of satisfaction in support of best teaching practices coupled with the observations of implementation.	5/8/2015 monthly
G2.B2.S1.MA1	Professional development will be attended by all teachers to assimilate themselves to the new Florida Standards curriculum and the gradual release model of instruction.	Mann, Denise	8/12/2014	rosters, lesson plans, classroom walk-throughs	5/22/2015 biweekly
G3.MA1	Assessments will be given to monitor ongoing progress of students in all content areas.	Davis, David	9/22/2014	Rosters of meetings, data collected from assessments, lesson plan checks, documentation of differentiated instruction delivery, and classroom walk-throughs will be evidence. Review final results on state assessments for student growth.	5/15/2015 biweekly
G3.B1.S1.MA1	DAPPS and District MTSS will regularly meet with Keller MTSS Team for support and review of services.	Hite, Jennifer	10/2/2014	The SAM survey (developed by State DAPPS) will be administered and results analyzed.	6/9/2015 monthly
G3.B1.S1.MA1	District MTSS Leadership Team along with DAPPS will monitor MTSS Tier 1 Services	Davis, David	9/29/2014	Agenda, Rosters, and Minutes of MTSS will be monitored.	6/9/2015 monthly
G3.B2.S1.MA1	Collaborative meetings between teachers will increase differentiated instruction capacity with the text/subject.	Mann, Denise	9/10/2014	Survey of teachers at end of year, with sharing of learned strategies	6/5/2015 monthly
G3.B2.S1.MA1	The School-based MTSS Leadership Team (SBLT) will monitor for implementation of differentiated instruction with fidelity. All Tiers of MTSS will be monitored by the SBLT.	Davis, David	9/17/2014	SBLT agendas and SBLT minutes, Team Time rosters and agendas, walk-throughs, and data analysis.	6/5/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** In 2014-15 student achievement will increase if Keller Intermediate School creates an environment of support for teacher and student learning, and collaboration through a school-wide focus on sharing of resources, honest communication, and celebration of successes.

### **G1.B3** Lack of collaboration and honest communication

**G1.B3.S1** Teachers will participate in professional development facilitated by the DA Team, Becky Childs with CPALMS, and with the Instructional Coach. The design of the professional development will move from larger content specialty groups to smaller groups of collaborative teams. Teachers will be supported to move towards building their own capacity to work in collaborative teams.

#### **PD Opportunity 1**

Teachers will collaborate by specialty areas with other schools and in small groups at Keller to discuss best practices.

##### **Facilitator**

Quentin Taylor

##### **Participants**

All Keller teachers, instructional coach, assistant principal, and principal

##### **Schedule**

Biweekly, from 8/12/2014 to 5/22/2015

**G2.** In 2014-15 student achievement will increase if the Gradual Release Model is understood and implemented with fidelity school-wide.

**G2.B2** There is a steep learning curve as teachers familiarize themselves with the new Florida Standards, the new curriculum and its structure using the gradual release model.

**G2.B2.S1** Teachers will receive professional development and ongoing support in the use of the gradual release model.

### **PD Opportunity 1**

Professional development in the proper use of textbook, online resources, activities, and materials will be provided by Consultants, DA Team, CPALMS, Heinemann, Houghton Mifflin, and the Instructional Coach.

#### **Facilitator**

Michael Akes, Beth Hardcastle, DA Team, HM Representative, Heinemann Representative, and Quentin Taylor.

#### **Participants**

All 4th and 5th grade teachers

#### **Schedule**

Biweekly, from 8/8/2014 to 5/29/2015

**G3.** In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide.

**G3.B2** Teachers' lack of knowledge and comfort level in how to plan for and deliver differentiated instruction.

**G3.B2.S1** Teachers will mentor and collaborate together to assist each other in strengthening their differentiated instruction skills including planning, data analysis, and sharing of activities.

### **PD Opportunity 1**

Team Time Meetings will be conducted and partner/mentoring will be conducted to share best teaching practices. Instructional Coach and Support Facilitators will assist in the Team Time Meetings.

#### **Facilitator**

Quentin Taylor, Instructional Coach and Cary Padgett, Support Facilitator

#### **Participants**

All Teachers and Interventionists

#### **Schedule**

Biweekly, from 9/10/2014 to 5/22/2015

## Technical Assistance Items

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

**G3.** In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide.

**G3.B1** Lack of established MTSS services for Tier I.

**G3.B1.S1** Regular, ongoing support from state and district to establish proper use of MTSS to meet the needs of students.

### **PD Opportunity 1**

The District SIP designee will oversee scheduling of all support from the State and District Level to properly implement MTSS Services at Keller Intermediate School.

#### **Facilitator**

Susan Voorhees, Beth Hardcastle, Becky Nix, and MaryKay Unkelbach

#### **Participants**

principal, asst. principal, guidance counselor, instructional coach, ESE support facilitators, and grade level representatives.

#### **Schedule**

Monthly, from 9/9/2014 to 6/26/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> In 2014-15 student achievement will increase if Keller Intermediate School creates an environment of support for teacher and student learning, and collaboration through a school-wide focus on sharing of resources, honest communication, and celebration of successes.	19,500
<b>Goal 2:</b> In 2014-15 student achievement will increase if the Gradual Release Model is understood and implemented with fidelity school-wide.	20,000
<b>Goal 3:</b> In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide.	5,000
<b>Grand Total</b>	<b>44,500</b>

**Goal 1: In 2014-15 student achievement will increase if Keller Intermediate School creates an environment of support for teacher and student learning, and collaboration through a school-wide focus on sharing of resources, honest communication, and celebration of successes.**

Description	Source	Total
<b>B3.S1.A1</b> - Professional Development materials, consultant fees, and substitute teacher pay	Title II	4,500
<b>B3.S1.A1</b> - LLI and Comprehension Toolkit Professional Development materials, consultant fees, and substitute teacher pay	IDEA	15,000
<b>Total Goal 1</b>		<b>19,500</b>

**Goal 2: In 2014-15 student achievement will increase if the Gradual Release Model is understood and implemented with fidelity school-wide.**

Description	Source	Total
<b>B2.S1.A1</b>	Title II	20,000
<b>Total Goal 2</b>		<b>20,000</b>

**Goal 3: In 2014-15 student achievement will increase if the implementation of Differentiated Instruction, based on data analysis, is understood and implemented with fidelity school-wide.**

Description	Source	Total
<b>B1.S1.A1</b>	IDEA	5,000
<b>Total Goal 3</b>		<b>5,000</b>