Ketterlinus Elementary School

2015-16 School Improvement Plan

Ketterlinus Elementary School

67 ORANGE ST, St Augustine, FL 32084

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	B

Preliminary 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 10/7/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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.

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.

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.

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.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/197988.

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

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.

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:

Name	Title
Borie, Amy	Teacher, K-12
Tucker, Kathy	Principal
Keaton, Monique	Assistant Principal
McCutcheon, Sandy	Guidance Counselor
Brush, Sue	Teacher, K-12
Droege, Denise	Teacher, K-12
Lewis, Curtis	Teacher, K-12
Marsh, Elizabeth	Teacher, K-12
Mercer, Maria	Teacher, K-12
Smolek, Rachel	Guidance Counselor
Wallace, Sandy	Teacher, ESE
Crum, Patty	Teacher, K-12
Wood, Jane	Teacher, K-12

Duties

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

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 1 (ARRA) funds. SAI funds are used to purchase school-wide intervention materials and reading teacher. Both Title I and Race to the Top (RTTT) funds are provided for staff development needs.
Title I, Part C- Migrant
The St Johns County School District Migrant Liaison provides services and support to students and parents.
The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title II
District receives supplemental funds for improving teaching practices.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
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.
Housing Programs

Housing Program/Homeless Student District Liaison and District Social Worker continue to provide support to our homeless families helping them to locate housing as well as working out transportation issues so that the children have continuity by being allowed to remain at our school regardless of zoned school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathy Tucker	Principal
Sandy McCutcheon	Teacher
Carole Gauronskas	Education Support Employee
Jenny Ranick	Parent
Kelley Mantei	Parent
Yvonne Ross	Education Support Employee
E. Megan Beville	Parent
Jesse Grosso-Garcia	Parent
Deanna Leschinski	Parent
Laura Stevenson-Dumas	Parent
Katie Robshaw	Parent
	Teacher
Pamela Jett	Teacher
Amy Borie	Student

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

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. It was explained that data from Florida State Assessment was delayed.

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 and limited FSA data (Gr. 5 FCAT Science and lowest quintile from Gr. 3)

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.

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

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

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:

Name	Title
Tucker, Kathy	Principal
Keaton, Monique	Assistant Principal
McCutcheon, Sandy	Guidance Counselor
Borie, Amy	Teacher, K-12
Brush, Sue	Instructional Coach
Marsh, Elizabeth	Teacher, K-12
Lewis, Curtis	Teacher, K-12
Mercer, Maria	Teacher, K-12
Smolek, Rachel	Teacher, K-12
Droege, Denise	Teacher, K-12
Wallace, Sandy	Teacher, ESE
Crum, Patty	Teacher, K-12
Wood, Jane	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

LLT team will continue in implementing and communicating our school-wide reading program. The LLT will communicate the school-wide initiative to have both reading and writing a nightly requirement. LLT will assist in expanding our leveled reading library in the classrooms as well as our non-fiction books in the media center to assist us in the implementation of Common Core State Standards. 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.

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

*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 Title 1 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.

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 in 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 highly qualified, are certified in-field and are effective educators.

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 quarterly with mentor/mentee teams to discuss challenges and successes, provide feedback and support these mentor/mentee teams.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) 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 PLCs 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, instruction, assessment and re-teaching as needed.
In addition to what each teacher is doing to promote learning and measure student performance,

District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system 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 elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, 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 each quarter 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 for the highest level student mastery of the Florida Standards.

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

Instructional staff implements and utilizes district formative assessments 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 for evaluation. 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 2 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 once a week to gifted students.

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

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:

Students in grades Kindergarten, 1, 2 & 3 (level 1's) 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.

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

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.
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.

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

N/A

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

N/A

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

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Instructional staff will consistently use high-yield strategies and high expectations for students by focusing on tracking student data and providing feedback for goal setting.

G2. School will increase mentoring program for students at risk of failure.

G3. Ketterlinus will increase their parental and community/business partnerships and involvement to support student achievement.

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. Instructional staff will consistently use high-yield strategies and high expectations for students by focusing on tracking student data and providing feedback for goal setting. 1a

🔍 G068981

Targets Supported 1b

Indicator	Annual Target
Math Gains	67.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District Curriculum Maps (YAGs - Year at a Glance)

- AVID Summer Institute Training & Resources

- DE Assessments

- District & School AVID/EEE training

- Substitute Teachers

- Instructional Literacy Coach

- District AVID Liaison

Targeted Barriers to Achieving the Goal 3

- Providing additional time for training

Plan to Monitor Progress Toward G1. 8

Classroom observations of specific EEE elements being observed at "developing", "applying" and "innovating" through iObservation web-based program.

Person Responsible
Kathy Tucker

Schedule
Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion
Report/Spreadsheet of classroom elements being observed and frequency. Quarterly formative assessments (DE results).

G2. School will increase mentoring program for students at risk of failure. `1a`

🔍 G068982

Targets Supported `1b`

Indicator	Annual Target
Math Gains	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal `2`

- School Guidance Counselors
- District Social Worker
- Instructional Literacy Coaches (school-based and Title 1 district)
- Behavior Specialist
- Community Resource - Big Brother and Big Sister
- RSVP volunteers

Targeted Barriers to Achieving the Goal `3`

- Training on identification of at risk students.

Plan to Monitor Progress Toward G2. `8`

Quarterly formative assessments and classroom observation data will be collected and shared during MTSS meeting and grade-chair meetings.

Person Responsible
Kathy Tucker

Schedule
Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion
Minutes from MTSS and grade-level meetings; data from formative and classroom observation

G3. Ketterlinus will increase their parental and community/business partnerships and involvement to support student achievement. `1a`

🔍 G068983

Targets Supported `1b`

Indicator	Annual Target
Level 1 - Grade 05	10.0

Resources Available to Support the Goal `2`

- Parent/Community Coordinator
- District Volunteer Coordinator
- PTO - Parent Teacher Organization
- SAC - School Advisory Council
- Title 1 funds

Targeted Barriers to Achieving the Goal `3`

- Several families have limited time to be involved due to work & home commitments.

Plan to Monitor Progress Toward G3. `8`

Quarterly volunteer hours from Keep & Track; SAC and PTO meetings

Person Responsible
Kathy Tucker

Schedule
Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion
data from Keep & Track; minutes from meetings

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. Instructional staff will consistently use high-yield strategies and high expectations for students by focusing on tracking student data and providing feedback for goal setting. `1`

🔍 G068981

G1.B1 Providing additional time for training `2`

🔍 B179290

G1.B1.S1 Providing substitute teachers for Data & Dialog Days in order for instructional staff to have extended time to review data, plan and receive additional grade-specific training on the high yield strategies in EEE, with more emphasis on tracking student data to inform instruction and provide feedback to students and parents. `4`

🔍 S190625

Strategy Rationale

Allowing additional time for staff to review data, plan and receive additional grade-specific training on high yield strategies will promote the use of such strategies in all classrooms across all grade levels.

Action Step 1 `5`

Using additional revenue funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE), District Curriculum Maps and State Standards/NGSSS to plan for classes and small group instruction.
Time will be built in to review high yield strategies associated with AVID program and Marzano

Person Responsible

Kathy Tucker

Schedule

On 5/26/2016

Evidence of Completion

Minutes from grade-level Data & Dialog Days; lesson plans and classroom observations data from iObservation.

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

classroom walk through; DE assessments; lesson plans review

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

iObservation data/spreadsheet with frequency of high yield strategies (elements) being observed

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

iObservation data
Student formative assessments
Feedback and additional training will be provided for elements marked "Not Using" & "Beginning".

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Minutes in Site Team/Grade-chair meeting and MTSS meetings Intake conference forms iObservation data

G1.B1.S2 Provide "refresher" training sessions multiple times each quarter. 4

S190626

Strategy Rationale

Refresher trainings allow staff to stay focused on the use of high yield strategies and provides opportunities for them to reflect on the use of such strategies in their classrooms.

Action Step 1 5

Quarterly focus on specific AVID/Marzano high yield strategies will be presented to instructional staff.

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Professional Development web-based program/Sungard

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observation of training through iObservation by administration of Instructional Literacy Coach and Guidance Counselor. Observation of classroom teachers by Peer Evaluator and Administration

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

data from iObservation and Sungard Professional Development program

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Observation of facilitator/instructors and classroom teachers by administrations. Data from student progress monitoring.

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Sungard Professional Development program; iObservation data

G2. School will increase mentoring program for students at risk of failure. `1`

🔑 G068982

G2.B1 Training on identification of at risk students. `2`

🔑 B179291

G2.B1.S1 School Counselor will collaborate with district social worker to provide training to staff on early signs of at risk characteristics. `4`

🔑 S190627

Strategy Rationale

Training will maximize staff's knowledge of at risk indicators and resources to assist students in need.

Action Step 1 `5`

Teachers will be provided training on early indicators of at risk behavior.

Person Responsible

Sandy McCutcheon

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

agenda of trainings

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

MTSS Core Team will meet weekly to review student attendance, behavior and academics.
Concerns from individual students will be shared at MTSS meetings with guidance counselors and
administrators.

Person Responsible

Kathy Tucker

Schedule

On 5/26/2016

Evidence of Completion

MTSS Core agendas & minutes, logs from Guidance Counselor, applications for referral to
Big Brothers and Big Sisters Organization and RSVP program. Attendance records,
behavior referrals, and grades from individual students.

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

MTSS team and classroom teacher will monitor individual students' success.

Person Responsible

Kathy Tucker

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Reduce number of behavior referrals, improved attendance for individual students and
academic gains.

G3. Ketterlinus will increase their parental and community/business partnerships and involvement to support student achievement. 1

G068983

G3.B1 Several families have limited time to be involved due to work & home commitments. 2

B179292

G3.B1.S1 School will use Title 1 funds to hire a school volunteer coordinator. PTO will have a community/business liaison that will work in conjunction with the school to create partnerships and family involvement. 4

S190628

Strategy Rationale

Increased parental/community involvement leads to higher student achievement.

Action Step 1 5

A volunteer coordinator will be hired using Title 1 funds to increase parental/community involvement.

Person Responsible

Kathy Tucker

Schedule

On 5/26/2016

Evidence of Completion

Title 1 budget Golden School Award Five Star School Award

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

School will see an increase in parental/community involvement.

Person Responsible

Kathy Tucker

Schedule

On 5/26/2016

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 Donations of both monetary and time.

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

School administrators will see an increase in parental/community involvement through monthly Keep & Track data.

Person Responsible

Kathy Tucker

Schedule

On 5/26/2016

Evidence of Completion

Keep & Track data Monthly PTO agenda & minutes

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.B1.S1.A1	Using additional revenue funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE), District Curriculum Maps and State Standards/ NGSSS to plan for classes and small group instruction. Time will be built in to review high yield strategies associated with AVID program and Marzano	Tucker, Kathy	8/10/2015	Minutes from grade-level Data & Dialog Days; lesson plans and classroom observations data from iObservation.	5/26/2016 one-time
G1.B1.S2.A1	Quarterly focus on specific AVID/ Marzano high yield strategies will be presented to instructional staff.	Tucker, Kathy	8/10/2015	Professional Development web-based program/Sungard	5/26/2016 monthly
G2.B1.S1.A1	Teachers will be provided training on early indicators of at risk behavior.	McCutcheon, Sandy	8/10/2015	agenda of trainings	5/26/2016 quarterly
G3.B1.S1.A1	A volunteer coordinator will be hired using Title 1 funds to increase parental/ community involvement.	Tucker, Kathy	8/10/2015	Title 1 budget Golden School Award Five Star School Award	5/26/2016 one-time
G1.MA1	Classroom observations of specific EEE elements being observed at "developing", "applying" and "innovating" through iObservation web-based program.	Tucker, Kathy	8/10/2015	Report/Spreadsheet of classroom elements being observed and frequency. Quarterly formative assessments (DE results).	5/26/2016 monthly
G1.B1.S1.MA1	iObservation data Student formative assessments Feedback and additional training will be provided for elements marked "Not Using" & "Beginning".	Tucker, Kathy	8/10/2015	Minutes in Site Team/Grade-chair meeting and MTSS meetings Intake conference forms iObservation data	5/26/2016 monthly
G1.B1.S1.MA1	classroom walk through; DE assessments; lesson plans review	Tucker, Kathy	8/10/2015	iObservation data/spreadsheet with frequency of high yield strategies (elements) being observed	5/26/2016 monthly
G1.B1.S2.MA1	Observation of facilitator/instructors and classroom teachers by administrations. Data from student progress monitoring.	Tucker, Kathy	8/10/2015	Sungard Professional Development program; iObservation data	5/26/2016 monthly
G1.B1.S2.MA1	Observation of training through iObservation by administration of	Tucker, Kathy	8/10/2015	data from iObservation and Sungard Professional Development program	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Instructional Literacy Coach and Guidance Counselor. Observation of classroom teachers by Peer Evaluator and Administration				
G2.MA1	Quarterly formative assessments and classroom observation data will be collected and shared during MTSS meeting and grade-chair meetings.	Tucker, Kathy	8/10/2015	Minutes from MTSS and grade-level meetings; data from formative and classroom observation	5/26/2016 monthly
G2.B1.S1.MA1	MTSS team and classroom teacher will monitor individual students' success.	Tucker, Kathy	8/10/2015	Reduce number of behavior referrals, improved attendance for individual students and academic gains.	5/26/2016 quarterly
G2.B1.S1.MA1	MTSS Core Team will meet weekly to review student attendance, behavior and academics. Concerns from individual students will be shared at MTSS meetings with guidance counselors and administrators.	Tucker, Kathy	8/10/2015	MTSS Core agendas & minutes, logs from Guidance Counselor, applications for referral to Big Brothers and Big Sisters Organization and RSVP program. Attendance records, behavior referrals, and grades from individual students.	5/26/2016 one-time
G3.MA1	Quarterly volunteer hours from Keep & Track; SAC and PTO meetings	Tucker, Kathy	8/10/2015	data from Keep & Track; minutes from meetings	5/26/2016 monthly
G3.B1.S1.MA1	School administrators will see an increase in parental/community involvement through monthly Keep & Track data.	Tucker, Kathy	8/10/2015	Keep & Track data Monthly PTO agenda & minutes	5/26/2016 one-time
G3.B1.S1.MA1	School will see an increase in parental/ community involvement.	Tucker, Kathy	8/10/2015	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 Donations of both monetary and time.	5/26/2016 one-time

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. Instructional staff will consistently use high-yield strategies and high expectations for students by focusing on tracking student data and providing feedback for goal setting.

G1.B1 Providing additional time for training

G1.B1.S1 Providing substitute teachers for Data & Dialog Days in order for instructional staff to have extended time to review data, plan and receive additional grade-specific training on the high yield strategies in EEE, with more emphasis on tracking student data to inform instruction and provide feedback to students and parents.

PD Opportunity 1

Using additional revenue funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE), District Curriculum Maps and State Standards/NGSSS to plan for classes and small group instruction. Time will be built in to review high yield strategies associated with AVID program and Marzano

Facilitator

Instructional Literacy Coach

Participants

All instructional staff in grades K-5

Schedule

On 5/26/2016

G1.B1.S2 Provide "refresher" training sessions multiple times each quarter.

PD Opportunity 1

Quarterly focus on specific AVID/Marzano high yield strategies will be presented to instructional staff.

Facilitator

Instructional Literacy Coach Guidance Counselor Administration District Curriculum Coordinators

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2015 to 5/26/2016

G2. School will increase mentoring program for students at risk of failure.

G2.B1 Training on identification of at risk students.

G2.B1.S1 School Counselor will collaborate with district social worker to provide training to staff on early signs of at risk characteristics.

PD Opportunity 1

Teachers will be provided training on early indicators of at risk behavior.

Facilitator

Guidance Counselor and Administrators

Participants

All staff

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Using additional revenue funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE), District Curriculum Maps and State Standards/NGSSS to plan for classes and small group instruction. Time will be built in to review high yield strategies associated with AVID program and Marzano				$6,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$6,600.00
			Notes: Additional Revenue			
2	G1.B1.S2.A1	Quarterly focus on specific AVID/Marzano high yield strategies will be presented to instructional staff.				$0.00
3	G2.B1.S1.A1	Teachers will be provided training on early indicators of at risk behavior.				$0.00
4	G3.B1.S1.A1	A volunteer coordinator will be hired using Title 1 funds to increase parental/ community involvement.				$0.00
					Total:	$6,600.00