

St. Johns County School District

Ketterlinus Elementary School



2016-17 Schoolwide Improvement Plan

Ketterlinus Elementary School

67 ORANGE ST, St Augustine, FL 32084

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ketterlinus Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312113>.

2. Description

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

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

Responsibilities

- Member of core team
- Attends core meetings
- Attends Rtl 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 Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl 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 Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title 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 IX

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathy Tucker	Principal
Amy Borie	Student
Sandy Wallace	Teacher
Kora Stoll	Teacher
Carole Gauronskas	Education Support Employee
Nancy Thompson	Parent
Alan Bratic	Business/Community
Jenny Ranick	Parent
Jana Waler	Parent
Laura Stevenson-Dumas	Parent
Sandi Zeljko	Parent
Megan Beville	Parent
Lisa Bishop	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The previous years school improvement plan was presented along with most recent school achievement data. Changes in state standards were addressed in the discussion of the plan. It was explained that data from Florida State Assessment was delayed.

b. Development of this school improvement plan

The SAC team has been involved in developing this plan by reviewing the school achievement data using DE test scores and FSA data.

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Tucker, Kathy	Principal
Keaton, Monique	Assistant Principal
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
Wallace, Sandy	Teacher, ESE
Crum, Patty	Teacher, K-12
McCutcheon, Sandy	School Counselor

b. Duties

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

LLT team will continue in implementing and communicating our school-wide reading 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).

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and

inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

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

b. Instructional Strategies

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

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

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

AVID framework has been implemented school wide for 3 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.

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

Strategy: Summer Program

Minutes added to school year:

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

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

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

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Ketterlinus Elementary School will increase proficiency in science.
- G2.** Instructional staff will consistently set high expectations to build social, supportive, and structural skills utilizing AVID collaboration strategies that will be applied during/towards mastery of standards.
- 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Ketterlinus Elementary School will increase proficiency in science. 1a

G083078

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	60.0

Targeted Barriers to Achieving the Goal 3

- New staff to the district/state. Time to become proficient in standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training with district science coordinator and school's instructional literacy coach. The use of reviewing standards and data during school's Data & Dialog Days.
- Training with district science coordinator and school's instructional literacy coach. The use of reviewing standards and data during school's Data & Dialog Days. Grade-levels will develop weekly "hands-on" science labs based on the standards and curriculum map.

Plan to Monitor Progress Toward G1. 8

The use of FCAT Science scores will determine overall effectiveness of "hands on" science labs for the year.

Person Responsible

Kathy Tucker

Schedule

On 8/1/2017

Evidence of Completion

FCAT Science data for grade 5

G2. Instructional staff will consistently set high expectations to build social, supportive, and structural skills utilizing AVID collaboration strategies that will be applied during/towards mastery of standards. 1a

G083079

Targets Supported 1b

Indicator	Annual Target
Math Gains	63.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	56.0
FCAT 2.0 Science Proficiency	56.0

Targeted Barriers to Achieving the Goal 3

- Building capacity in new-to-school, as well as new-to-district staff members, and providing additional time for training.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Curriculum Maps (YAGs- Year at a Glance)
- AVID Summer Institute Training & Resources
- Instructional Literacy Coaches (school-based and Title 1 district)
- DE Assessments
- District & Social AVID/EEE training
- District AVID Liaison
- Substitute Teachers

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Kathy Tucker

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Report/spreadsheet of classroom elements being observed and frequency quarterly formative assessments (DE results)

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

G083080

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Kathy Tucker

Schedule

Monthly, from 8/10/2016 to 5/24/2017

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. Ketterlinus Elementary School will increase proficiency in science. **1**

 G083078

G1.B1 New staff to the district/state. Time to become proficient in standards. **2**

 B220283

G1.B1.S1 With the use of instructional literacy coach, the grade-level will study the science standards and develop "hands-on" science labs on a weekly basis. **4**

 S232526

Strategy Rationale

Through the use of data & dialog days, time will be provided for grade-levels to collaborate and "unpack" the standards. This will allow them to plan for scaffolding of lessons/activities to increase science proficiency.

Action Step 1 **5**

The 5th grade-level will study the science standards and develop "hands-on" science labs on a weekly basis.

Person Responsible

Sue Brush

Schedule

Semiannually, from 10/3/2016 to 5/24/2017

Evidence of Completion

Teacher lesson plans containing science standard-correlated hands on lessons

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

5th grade teachers will be observed teaching science labs.

Person Responsible

Kathy Tucker

Schedule

On 5/24/2017

Evidence of Completion

Administrator will document observations in iobservation.

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

Teachers will meet with ILC to determine effectiveness of "hands on" labs, based on DE data.

Person Responsible

Sue Brush

Schedule

Semiannually, from 10/3/2016 to 5/24/2017

Evidence of Completion

Discovery Education science data

G2. Instructional staff will consistently set high expectations to build social, supportive, and structural skills utilizing AVID collaboration strategies that will be applied during/towards mastery of standards. 1

G083079

G2.B1 Building capacity in new-to-school, as well as new-to-district staff members, and providing additional time for training. 2

B220285

G2.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, in addition to AVID collaboration strategies. 4

S232527

Strategy Rationale

Allowing additional time for staff to review data, plan and receive additional grade-specific training on high yield and AVID 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

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Minutes from grade level Data & Dialogue days, lesson plans, and classroom observations data from iObservation

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

Classroom walk-throughs, DE Assessments, lesson plans review

Person Responsible

Kathy Tucker

Schedule

On 5/24/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

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

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

G083080

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

B220286

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

S232528

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 5/24/2017

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 5/24/2017

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 5/24/2017

Evidence of Completion

Keep & Track data Monthly PTO agenda & minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1  M301440	Classroom observations of specific EEE elements being observed at "developing", "applying", and...	Tucker, Kathy	8/10/2016	Report/spreadsheet of classroom elements being observed and frequency quarterly formative assessments (DE results)	5/24/2017 quarterly
G3.MA1  M301443	Quarterly volunteer hours from Keep & Track; SAC and PTO meetings	Tucker, Kathy	8/10/2016	data from Keep & Track; minutes from meetings	5/24/2017 monthly
G1.B1.S1.MA1  M301435	Teachers will meet with ILC to determine effectiveness of "hands on" labs, based on DE data.	Brush, Sue	10/3/2016	Discovery Education science data	5/24/2017 semiannually
G1.B1.S1.MA1  M301436	5th grade teachers will be observed teaching science labs.	Tucker, Kathy	10/1/2016	Administrator will document observations in iobservation.	5/24/2017 one-time
G1.B1.S1.A1  A297551	The 5th grade-level will study the science standards and develop "hands-on" science labs on a...	Brush, Sue	10/3/2016	Teacher lesson plans containing science standard-correlated hands on lessons	5/24/2017 semiannually
G2.B1.S1.MA1  M301438	iObservation data Student formative assessments Feedback and additional training will be provided...	Tucker, Kathy	8/10/2016	Minutes in Site Team/Grade Chair Meeting and MTSS meetings iObservation data	5/24/2017 quarterly
G2.B1.S1.MA1  M301439	Classroom walk-throughs, DE Assessments, lesson plans review	Tucker, Kathy	8/10/2016	iObservation, data/spreadsheet with frequency of EEE/AVID high yield strategies (elements) being observed,	5/24/2017 one-time
G2.B1.S1.A1  A297552	Using additional revenue funds, substitute teachers will be hired to provide classroom coverage as...	Tucker, Kathy	8/10/2016	Minutes from grade level Data & Dialogue days, lesson plans, and classroom observations data from iObservation	5/24/2017 quarterly
G3.B1.S1.MA1  M301441	School administrators will see an increase in parental/community involvement through monthly Keep &...	Tucker, Kathy	8/10/2016	Keep & Track data Monthly PTO agenda & minutes	5/24/2017 one-time
G3.B1.S1.MA1  M301442	School will see an increase in parental/community involvement.	Tucker, Kathy	8/10/2016	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.	5/24/2017 one-time
G3.B1.S1.A1  A297553	A volunteer coordinator will be hired using Title 1 funds to increase parental/community...	Tucker, Kathy	8/10/2016	Title 1 budget Golden School Award Five Star School Award	5/24/2017 one-time
G1.MA1  M301437	The use of FCAT Science scores will determine overall effectiveness of "hands on" science labs for...	Tucker, Kathy	5/1/2017	FCAT Science data for grade 5	8/1/2017 one-time

V. Professional Development Opportunities

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

G2. Instructional staff will consistently set high expectations to build social, supportive, and structural skills utilizing AVID collaboration strategies that will be applied during/towards mastery of standards.

G2.B1 Building capacity in new-to-school, as well as new-to-district staff members, and providing additional time for training.

G2.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, in addition to AVID collaboration strategies.

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

Quarterly, from 8/10/2016 to 5/24/2017

VII. Budget

1	G1.B1.S1.A1	The 5th grade-level will study the science standards and develop "hands-on" science labs on a weekly basis.				\$0.00
2	G2.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.				\$0.00
3	G3.B1.S1.A1	A volunteer coordinator will be hired using Title 1 funds to increase parental/ community involvement.				\$15,765.93
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	150-Aides	0091 - Ketterlinus Elementary School	Title I, Part A	0.64	\$15,765.93
					Total:	\$15,765.93