

Seminole County Public Schools

Keeth Elementary School



2016-17 Schoolwide Improvement Plan

Keeth Elementary School

425 TUSKAWILLA RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0061>

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	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

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 is pending approval by the Seminole County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	42
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 Keeth Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

The mission of Allan F. Keeth Elementary School is to maximize the individual potential of each student by providing a safe, nurturing environment that facilitates love for learning and respect for self and others. Through the utilization of technology and open communication between school, family, and community, we will promote responsible decision making that will prepare students to be productive citizens in a changing world.

b. Provide the school's vision statement.

Keeth Elementary School will be the premier elementary school in the Winter Springs Cluster and a top 5

school in SCPS. Keeth will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways..

*Keeth will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.

*All of Keeth students and will perform at the highest levels.

*There will be equitable facilities and opportunities for all students.

*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

2. School Environment

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

Relationships are the centerpiece of what we do and who we are at Keeth Elementary. We consider ourselves a community school, who works for the best interest of all of our stakeholders. Our school theme this year is "One Community, One Family, We are Keeth", and this theme defines who we are. We accept, educate, and care for all students who enroll at Keeth, and give them the care and education they deserve despite where they come from and the challenges that they may bring to Keeth.

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

PRIDE is defined at Keeth as: (1) Positive Attitude (2) Respectful Behavior (3) Independent Thinking (4) Dedication to Safety (5) Excitement for Learning is the cornerstone of our positive behavior management program and the key in building a positive, safe culture at Keeth Elementary. This acronym creates a school environment of safety, trust, and support with our students and our staff before, during, and after school.

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.

In addition to the PRIDE expectation, at Keeth we have established many positive reward programs such as our Student of the Week Program, Courteous Cougars Program, as well as our Cougar Eyes

Program to positively reinforce our behavior expectations at Keeth. Environment of safety, trust, and support with our students and our staff before, during, and after school. Our school's Positive Behavior Support committee meets as needed to address school-wide procedures and expectations.

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.

Keeth Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one, when needed. Our school's Guidance Counselor works with groups of students has establish such programs as the "Changing Families" group where she meets with children of divorce or separated parents. This is one of many examples we have here at Keeth to support outside challenges that may affect the students at Keeth.

3. Early Warning Systems

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

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

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

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

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

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

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

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

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?

No

1. PIP Link

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

2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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.

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Gaffney, Peter	Principal
Porter, Tracy	Assistant Principal
Souza, Michelle	School Counselor
Dunaye, Jennifer	Teacher, K-12

b. Duties

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

Leadership team members support and facilitate their grade level Professional Learning Community in student achievement goal development, data analysis, intervention block planning and grouping, common assessment planning, and identification of students in need of tier two or three MTSS support.

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.

The school has a core Multi-Tiered System of Supports (MTSS) problem-solving team, comprised of members with expertise in academic and behavioral domains. The team utilizes the continuous problem solving process to identify students who are at-risk in academic and/or behavior and determines why the problem is occurring. The MTSS team meets on a bi-monthly basis to analyze performance data, discuss teacher concerns and informal observational data regarding student performance, and formulate an individualized intervention plan based upon these factors. Intervention blocks are scheduled for thirty minutes each day. During this time, students receive data-based, strategic support in English Language Arts. The literacy coach and paraprofessional staff assist during this tier two time to provide for small group or individual instruction. Tier three interventions are provided to students in need during an additional thirty-minute block in which students receive small group or individual support, coordinated by the literacy coach, utilizing the SIPPS, Making Meaning, and My Sidewalks programs.

Keeth Elementary School will coordinate ESE funds to provide tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Peter Gaffney	Principal
Stephen Schricker	Parent
Kim Ngo	Parent
Dena Brister	Parent
Jami Parkhill	Parent
	Student
Jason Maitland	Parent
Catie Orsine	Education Support Employee
Treva Marshall	Parent
Anthony Bolyard	Parent
Leila Busa	Parent
Kim Lochrane	Teacher
Catherine Orsine	Parent
Heather Hochstedler	Teacher
Beth Moss	Teacher

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 Keeth SAC committee helps development, evaluate, and implement the processes for the School Improvement Plan. After initial data is gathered and entered into the SIP application, the plan is taken to the SAC committee for input, feedback, and final approval. Throughout the year, school status in working towards the SIP plan is monitored and discussed during committee meetings. At the beginning of the school year a "State of Keeth" presentation is given to all SAC members that helps evaluate the prior year's School Improvement Plan.

b. Development of this school improvement plan

The Keeth SAC committee plays an important role in the development and implementation process of the School Improvement Plan. After initial data is gathered and entered into the SIP application, the plan is taken to the SAC committee for input, feedback, and final approval. Throughout the year, school status in working towards the SIP plan is monitored and discussed during committee meetings.

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

The Keeth SAC committee plays an important role in the process of the annual budget and plan. During one of our SAC meeting early in the year, the SAC discusses the needs of the school and vote on a plan to spend our School Improvement funds. Input from the school faculty and staff is provided to the SAC members and it taken into consideration once the final approval is up for consideration.

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

We will receive approximately \$1294 in School Improvement Funds and will allocate this towards differentiated instruction materials and programs, which provide curriculum support to students in small group settings.

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
Dunaye, Jennifer	Teacher, K-12
Gaffney, Peter	Principal
Porter, Tracy	Assistant Principal
Palau, Nina	Teacher, K-12
Souza, Michelle	Teacher, ESE
Arbuckle, Sue	School Counselor

b. Duties

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

The school Leadership Team, in conjunction with the Literacy Council, will work collaboratively to monitor student performance data, implement research-based best practices for reading instruction, and plan for and provide professional development training on the Florida State Standards.

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.

Keeth Elementary promotes professional learning communities. We have established a instructional driven focus through our school's Team Leaders. Our Team Leader meetings are meetings about instruction. Our PLC Team Leaders are responsible for leading their teams through instructional focus strategies. The key focus areas this school year are: (1) Florida Standards (2) Marzano Instructional Strategies Domains 1-4 and using Rigor as it relates to the Florida Standards.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defines based on the need. SCPS maintains a reputation of being an "A" district, which brings us many highly qualified applicants. Additionally, we welcome university and college interns and field study students. Annually, our district participates in many university job fairs as well as minority and veteran job fairs. The district supports all teachers, but especially new teachers, with mentoring programs. We also provide a variety of in-services and workshops. New teachers are provided with extensive, on-going feedback and are paired with a veteran mentor teacher for one-on-one support during their first year. All teachers, regardless of experience level, are provided with on-going feedback and support, relevant and timely professional development, and allocated time to work collaboratively with colleagues in Professional Learning Communities.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. The school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during the calendar year. This mentor meets with new teachers in an orientation setting prior to the start of the year. Once the year begins, these new teachers meet regularly with the mentor(s) who best fit that teachers given situation. Mentorship may continue on into the second year as needed. Mentors are selected based upon experience level, their proximity in location to the new teacher, the grade level they teach, and their dedication to serving as a mentor for the new teacher. Mentors and new teachers are provided meeting time to plan and engage in instructional discussions. Additionally, administrators regularly check in with mentors and new teachers to provide support as needed.

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.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in

comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth 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.

Keeth uses assessment results to provide and differentiate instruction to meet the needs of our students. Assessments are used as diagnostics and progress monitoring data to determine the needs of our students and to track student progress. Differentiated instructional practices are implemented, including, but not limited to, intervention, enrichment (IE: Robotics, Renewable Energy) and acceleration, dependent on the student's needs.

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: Extended School Day

Minutes added to school year: 5,400

Keeth will coordinate supplemental academic instruction funds to provide additional tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions.

Strategy Rationale

We will focus on the individual needs of students in Tier 2, Tier 3 and lowest quartile and plan according to students needs. Students will meet each morning prior to, or at the end of the school day to work on Reading and Math skills with teachers, Dividend's and/or buddy readers/Teen Trendsetters.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Porter, Tracy, tracy_porter@scps.k12.fl.us

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

Istation will be used to monitor progress as well as SRI and ORF data.

Strategy: After School Program

Minutes added to school year: 1,920

Teen Trendsetter- Teen mentors are paired weekly with 1st, 2nd or 3rd graders who are six months or more behind in reading. Together they read and discuss chapters from science-based Brainstorm™, an age-appropriate, three-part curriculum.

Strategy Rationale

Both mentors and mentees look forward to the experience each week, and both report increased self-esteem resulting from participation.

Elementary students gain the equivalent of a year in reading ability, when both mentor and mentee participate with fidelity.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Porter, Tracy, tracy_porter@scps.k12.fl.us

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

Date collected from SRI, ORF and BOY and EOY IOWA.

Strategy: Summer Program

Minutes added to school year: 6,600

Summer Learning Camp

Strategy Rationale

Keeth students that do not meet proficiency levels determined by the state on FSA are identified and invited to attend Summer Learning Camp hosted by Seminole County Public Schools.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Porter, Tracy, tracy_porter@scps.k12.fl.us

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

Date includes SRI, SAT 10, ORF and IStation.

Strategy: After School Program

Minutes added to school year: 1,200

Odyssey of the Mind

Strategy Rationale

Odyssey of the Mind Creative Problem Solving develops skills in young people that help them thrive in our technical world.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Porter, Tracy, tracy_porter@scps.k12.fl.us

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

Keeth Elem participates in district and state level competitions. Students have the chance to earn awards.

Strategy: After School Program

Minutes added to school year: 1,920

Keeth Elementary offers one hour each week, after the regular day has ended for students to use the computer lab. They can work on Istation and take Accelerated Reader tests.

Strategy Rationale

Students are able to work towards reading goals, are given recognition and held accountable. Some students do not have access to computers at home so we provide the time and computer.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dunaye, Jennifer, jennifer_dunaye@scps.k12.fl.us

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

Data includes SRI, ORF, Istation and AR Tests.

Strategy: Summer Program

Minutes added to school year: 1,200

Robotics Club and Renewable Energy Club

Strategy Rationale

Keeth will support the district STEM initiative. Keeth holds tournaments in the district for Robotics and also holds parent nights for Renewable Energy programs. We will continue to promote activities that will motivate and encourage students to pursue careers in Science, Technology, Engineering and Math professions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Porter, Tracy, tracy_porter@scps.k12.fl.us

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

Math and Science assessments to include Common Trimester and FSA where applicable.

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.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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.

NA

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

NA

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

NA

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.

Keeth Elementary is working with all elementary, middle, and high schools in the Winter Springs Cluster to ensure that we have implemented vertical strategic planning with the intent that students graduate and are ready for post-secondary experiences.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Administrators and Teachers at Keeth and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math and satisfactory progress in Science.

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. Administrators and Teachers at Keeth and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math and satisfactory progress in Science. **1a**

G086325

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	72.0
ELA/Reading Gains District Assessment	58.0
ELA/Reading Lowest 25% Gains	37.0
FSA Mathematics Achievement	77.0
Math Gains	62.0
Math Lowest 25% Gains	47.0
FCAT 2.0 Science Proficiency	77.0
5Es Score: Collaborative Teachers	58.0

Targeted Barriers to Achieving the Goal **3**

- Differentiated knowledge of research-based High Yield Strategies.
- Differentiated knowledge of Rigor levels as it applies to the Florida Standards.
- Varying levels of knowledge about effective data analysis and how it applies to drive classroom instruction.
- Development of high performing teams to collaboratively work together to plan for successful instruction with students.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development Funds Florida Standards Portal Strong Grade Level Team PLCs With Common Planning Time District-Provided Tutorial Funds Resources to Support Differentiated Instruction Strong administrative support

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

Progress toward the goal will be monitored in an on-going manner through a variety of means such as student achievement data, observation of teachers’ instructional practice (feedback for support), participation in staff development sessions, and evidence of team planning related to Focus PLC Team Meetings.

Person Responsible

Peter Gaffney

Schedule

Every 2 Months, from 8/5/2016 to 5/31/2017

Evidence of Completion

Sign-in logs from staff development training's, notes from Instructional Team Leader meetings, iObservation data, assessment data, Exit tickets and reflection logs.

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. Administrators and Teachers at Keeth and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math and satisfactory progress in Science. 1

G086325

G1.B1 Differentiated knowledge of research-based High Yield Strategies. 2

B229389

G1.B1.S1 Provide ongoing professional development to teachers and staff on research based, High Yield Strategies. High Yield Strategies are defined as have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels. 4

S241944

Strategy Rationale

To provide teachers with research based strategies to improve instruction of all students in the classroom.

Action Step 1 5

Provide high quality, professional, research based PLC to teachers and staff on High Yield Strategies, what they mean and how to use them in the classroom. This is done in a 5 series, ongoing professional development presentation on designated Wednesday's through the year. A differentiated approach is presented to meet the varying levels of teachers and staff.

Person Responsible

Peter Gaffney

Schedule

Monthly, from 8/5/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets from staff development training, exit tickets from PLC and learning logs.

Action Step 2 5

Provide Instructional Team Leaders with High Yield strategies and examples, for classroom use during Team Leader meetings.

Person Responsible

Peter Gaffney

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Evidence will include Team meeting notes describing instructional strategies and examples of classroom application.

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

Administration will review exit tickets from PLC. Administration will use exit ticket reflections from teachers to use during walk-thru (feedback for support) in classrooms.

Person Responsible

Peter Gaffney

Schedule

Biweekly, from 8/5/2016 to 5/31/2017

Evidence of Completion

Sign-in logs from staff development training's, team PLC logs, data chat logs and notes, as well as iObservation data will reflect the use of high yield strategies being implemented in the classroom.

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

Strategies will be monitored for effectiveness through the use of walk-thru (feedback for support), as well as reviewing exit tickets and reflection slips from teachers.

Person Responsible

Peter Gaffney

Schedule

Biweekly, from 8/5/2016 to 5/31/2017


Evidence of Completion

Evidence will be shown through exit slips, teacher reflection, lesson plans and iObservation data.

G1.B2 Differentiated knowledge of Rigor levels as it applies to the Florida Standards. 2

 B229390

G1.B2.S1 Provide teachers with the resources to teach and assess the different levels of complexity as it refers to the Florida Standards. 4

 S241945

Strategy Rationale

Teachers must know how to teach to the same level of complexity, as the Florida Standards explicitly defines, for students to meet mastery level.

Action Step 1 5

Provide Team PLC time with administration during the day to learn and reflect on standards and levels of rigor focusing on DQ3, helping students practice and deepen knowledge.

Person Responsible

Peter Gaffney

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Team PLC notes, iObservation data and lesson plan reviews.

Action Step 2 5

Provide feedback for support during classroom walk-thrus, regarding levels of rigor in regards to the Florida Standards.

Person Responsible

Peter Gaffney

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Action Step 3 5

Provide teams with district Science personnel to help them develop a better understanding of how rigor relates to the Science Framework.

Person Responsible

Tracy Porter

Schedule

On 10/27/2016

Evidence of Completion

Evidence will be comprised of training documents and review of team notes and reflections.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School leaders, including Administration, Instructional coaches, and Instructional Team Leaders will ensure levels of complexity match the Florida Standards.

Person Responsible

Tracy Porter

Schedule

Quarterly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Evidence from meeting notes, classroom walk thru, and reflection logs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

School leaders will use assessments, both formal and informal to measure progress towards standards mastery.

Person Responsible

Tracy Porter

Schedule

Monthly, from 11/18/2016 to 5/31/2017

Evidence of Completion

Reports from Common Trimester Assessments, Unit tests and other formative and summative assessment data will be discussed for effectiveness.

G1.B2.S2 Provide new teachers with the time and resources to have a complete understanding of the SCPS instructional model, and have the knowledge to provide high levels of rigor and engagement as defined by SCPS. 4

S241946

Strategy Rationale

New teachers require a complete understanding of the SCPS instructional model in order to provide the level of rigor and deliver effective instruction that is in line with the district.

Action Step 1 5

Provide initial training for new teachers on the SCPS instructional model.

Person Responsible

Peter Gaffney

Schedule

On 5/31/2017

Evidence of Completion

Completion of new teacher training will be the notes from the meeting.

Action Step 2 5

Provide new teachers with support from the instructional coach and other support personal.

Person Responsible

Tracy Porter

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Feedback from instructional coach and support personal.

Action Step 3 5

Provide information on SCPS district instructional opportunities, through classes or PLN.

Person Responsible

Tracy Porter

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will include new teacher's taking advantage and signing up for district learning opportunities.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

School leaders, including administration and Instructional Team Leaders, will monitor and support new teacher opportunities.

Person Responsible

Tracy Porter

Schedule

Evidence of Completion

Evidence will include ongoing information presented to new teachers from the weekly Communicator, PLN information, district information, and the Dept of Teaching and Learning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

School leaders, including Administrators and Instructional Team Leaders will meet with new teachers to provide additional support to monitor progress.

Person Responsible

Tracy Porter

Schedule

On 5/31/2017

Evidence of Completion

Evidence will be notes on teacher resources.

G1.B2.S3 Provide time for teachers to review and reflect how Rigor is infused with interventions and enrichment lessons and plans for students. 4

 S241947

Strategy Rationale

Level of cognitive complexity must be infused in all lessons, and the teachers must know the complexity level expectations of each standard and how to relate those complexity levels to low/high learners.

Action Step 1 5

Teachers must know the complexity level of expectations of each standard and how to relate those complexity levels to low/high learners.

Person Responsible

Tracy Porter

Schedule

Quarterly, from 10/5/2016 to 6/7/2017

Evidence of Completion

Evidence will include reflection logs written by teachers outlining their plan.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Teachers will meet with administration and present plans for low/high learners.

Person Responsible

Tracy Porter

Schedule

Quarterly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Evidence will include lesson plans that reflect levels of cognitive complexity, as related to Florida Standards.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administration will meet with teachers during data review.

Person Responsible


Schedule

Semiannually, from 11/30/2016 to 5/31/2017

Evidence of Completion

Evidence from formative and summative assessments, including Common Trimester Assessments, as well as records of fluid groups of students.

G1.B3 Varying levels of knowledge about effective data analysis and how it applies to drive classroom instruction. 2

 B229391

G1.B3.S1 Use data to make well-informed instructional decisions, from multiple data sources, to differentiate instruction in the classroom. Paying close attention to closing the learning gap, lowest quartile students, economically challenged students and providing opportunities for advanced learners.

4

 S241948

Strategy Rationale

Teachers must provide differentiated, research-based instruction, depended on knowledgeable dissemination of available data.

Action Step 1 5

Ongoing instruction and support for teachers on analyzing student data from FSA and how achievement levels are determined on standardized testing.

Person Responsible

Peter Gaffney

Schedule

Semiannually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence from meeting powerpoint, also teacher evidence as recorded in teacher data notebook reflecting FSA data.

Action Step 2 5

Ongoing support and direct instruction to teachers on district presentations regarding data analyzing. Paying close attention to FSA data regarding levels of student achievement and achievement gaps of learners on standardized testing.

Person Responsible

Peter Gaffney

Schedule

Semiannually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will include powerpoint from presentation and notes.

Action Step 3 5

Data analysis from Common Trimester Assessments using EdInsight to target specific gaps in student knowledge/learning.

Person Responsible

Tracy Porter

Schedule

On 5/31/2017

Evidence of Completion

Evidence includes notes from team meetings about assessments and student placement into low/mid/high learning intervention groups.

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

Review data notebooks with teachers.

Person Responsible

Peter Gaffney

Schedule

Every 2 Months, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will be collected in teacher data notebooks.

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

Instructional leaders will host discussions with teachers regarding progress made towards mastery of Florida Standards.

Person Responsible

Peter Gaffney

Schedule

Evidence of Completion

Evidence will include team notes, planning sheets and meeting minutes.

G1.B3.S2 Require all classroom teachers to implement student owned progress monitoring systems. 4

 S241949

Strategy Rationale

DQ1, establishes that students should be able to provide recognition of their past and current status, and their gain relative to the learning goal.

Action Step 1 5

All students will have a data binder that is a working document and accurate reflection of their learning and progress.

Person Responsible

Peter Gaffney

Schedule

Semiannually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Student owned data binders whereas students can describe goals and progress.

Action Step 2 5

Provide instruction and resources for teachers regarding DQ1.

Person Responsible

Peter Gaffney

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Evidence includes notes from Instructional Team Leader meetings and Team Notes.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

During administration walk-thru, administration will monitor for binders and talk to students about their data.

Person Responsible

Tracy Porter

Schedule

On 5/31/2017

Evidence of Completion

Evidence will be discussions between Instructional Leaders regarding binders.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Instructional Leaders will have conversations with teachers regarding the correlation between student binders and summative assessments.

Person Responsible

Peter Gaffney

Schedule

On 5/31/2017

Evidence of Completion

Evidence is conversations between Instructional Leaders, administration and teachers.

G1.B3.S3 Provide time, independently with administration to discuss progress monitoring data. 4

S241950

Strategy Rationale

Teachers understand progress monitoring of students is an important piece towards mastery of Florida Standards.

Action Step 1 5

Teachers will have one-on-one time with administration to discuss progress monitoring data.

Person Responsible

Peter Gaffney

Schedule

On 5/31/2017

Evidence of Completion

Evidence includes sign up sheets and notes on class rosters kept by administration.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Sign up sheets will be posted early in the year to give teachers time to plan for meetings.

Person Responsible

Peter Gaffney

Schedule

Semiannually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will include review of administration notes, conference notes and reports cards.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Administration will have conversations with teachers about student data regarding assessments.

Person Responsible

Peter Gaffney


Schedule

Semiannually, from 8/3/2016 to 5/31/2017


Evidence of Completion

Evidence will include meeting notes.

G1.B4 Development of high performing teams to collaboratively work together to plan for successful instruction with students. **2**

 B229392

G1.B4.S1 Provide grade level teams time to plan collaboratively using the instructional model and team planning vertically between grade levels. **4**

 S241951

Strategy Rationale

High performing teams are focused on their goals and that achieve superior student results.

Action Step 1 **5**

Provide teams with time to observe other teachers successful classroom teaching strategies.

Person Responsible

Peter Gaffney

Schedule

On 5/31/2017

Evidence of Completion

Evidence will include notes from visits.

Action Step 2 **5**

Provide grade level teams time, planned ahead of time, with the specific purpose to review SCPS instructional model as modeled during instructional team leader meetings.

Person Responsible

Peter Gaffney

Schedule

On 5/31/2017

Evidence of Completion

Evidence will include team notes.

Action Step 3 5

Provide time and resources to teachers to review instructional framework and standards progression, including unpacking of the standards.

Person Responsible

Peter Gaffney

Schedule

Annually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will include presentation notes, sign in sheets and team leader notes.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Conversations between Instructional Team Leaders, administration and teachers.

Person Responsible

Schedule

Semiannually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will include notes and meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review of team notes should include shared best teaching practices.

Person Responsible


Schedule

Semiannually, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will be included in team notes, PLC notes and lesson plans.

G1.B4.S2 Provide teachers learning opportunities on Domain 4, developing collegiality and professionalism. 4

 S241952

Strategy Rationale

Domain 4 focus on teachers interacting positively, and with the intention of sharing successful teaching strategies promotes student learning.

Action Step 1 5

Domain 4 will be exclusively presented and modeled during instructional team leader meetings and induced in various PD opportunities throughout the year.

Person Responsible

Peter Gaffney

Schedule

Every 2 Months, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence includes team leader notes, presentation notes and teacher conversations.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Conversations with administration and teachers regarding mentoring, sharing and supporting ideas and best practices will be held.

Person Responsible

Peter Gaffney

Schedule

Every 2 Months, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence will be demonstrated by teachers signing up to mentor other teachers, sharing professional ideas and participating in PD opportunities to share expertise.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will have conversations with teachers on sharing expertise and providing mentorships to other teachers.

Person Responsible

Schedule

Every 2 Months, from 8/3/2016 to 5/31/2017

Evidence of Completion

Evidence for effectiveness will be recorded in student data notebooks, team leader notes, team notes and PD presentations.






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					
G1.B3.S1.MA1 M322983	Instructional leaders will host discussions with teachers regarding progress made towards mastery...	Gaffney, Peter	5/31/2017	Evidence will include team notes, planning sheets and meeting minutes.	No End Date one-time
G1.B2.S2.MA1 M322980	School leaders, including administration and Instructional Team Leaders, will monitor and support...	Porter, Tracy	5/31/2017	Evidence will include ongoing information presented to new teachers from the weekly Communicator, PLN information, district information, and the Dept of Teaching and Learning.	No End Date one-time
G1.B2.S1.A3 A313177	Provide teams with district Science personnel to help them develop a better understanding of how...	Porter, Tracy	10/27/2016	Evidence will be comprised of training documents and review of team notes and reflections.	10/27/2016 one-time
G1.MA1 M322993	Progress toward the goal will be monitored in an on-going manner through a variety of means such as...	Gaffney, Peter	8/5/2016	Sign-in logs from staff development training's, notes from Instructional Team Leader meetings, iObservation data, assessment data, Exit tickets and reflection logs.	5/31/2017 every-2-months
G1.B1.S1.MA1 M322975	Strategies will be monitored for effectiveness through the use of walk-thru (feedback for support),...	Gaffney, Peter	8/5/2016	Evidence will be shown through exit slips, teacher reflection, lesson plans and iObservation data.	5/31/2017 biweekly
G1.B1.S1.MA1 M322976	Administration will review exit tickets from PLC. Administration will use exit ticket reflections...	Gaffney, Peter	8/5/2016	Sign-in logs from staff development training's, team PLC logs, data chat logs and notes, as well as iObservation data will reflect the use of high yield strategies being implemented in the classroom.	5/31/2017 biweekly
G1.B1.S1.A1 A313173	Provide high quality, professional, research based PLC to teachers and staff on High Yield...	Gaffney, Peter	8/5/2016	Sign-in sheets from staff development training, exit tickets from PLC and learning logs.	5/31/2017 monthly
G1.B1.S1.A2 A313174	Provide Instructional Team Leaders with High Yield strategies and examples, for classroom use...	Gaffney, Peter	8/1/2016	Evidence will include Team meeting notes describing instructional strategies and examples of classroom application.	5/31/2017 monthly
G1.B2.S1.MA1 M322977	School leaders will use assessments, both formal and informal to measure progress towards standards...	Porter, Tracy	11/18/2016	Reports from Common Trimester Assessments, Unit tests and other formative and summative assessment data will be discussed for effectiveness.	5/31/2017 monthly
G1.B2.S1.MA1 M322978	School leaders, including Administration, Instructional coaches, and Instructional Team Leaders...	Porter, Tracy	9/7/2016	Evidence from meeting notes, classroom walk thru, and reflection logs.	5/31/2017 quarterly
G1.B2.S1.A1 A313175	Provide Team PLC time with administration during the day to learn and reflect on standards and...	Gaffney, Peter	8/3/2016	Team PLC notes, iObservation data and lesson plan reviews.	5/31/2017 monthly
G1.B2.S1.A2 A313176	Provide feedback for support during classroom walk-thrus, regarding levels of rigor in regards to...	Gaffney, Peter	8/31/2016		5/31/2017 quarterly
G1.B3.S1.MA1 M322984	Review data notebooks with teachers.	Gaffney, Peter	8/3/2016	Evidence will be collected in teacher data notebooks.	5/31/2017 every-2-months
G1.B3.S1.A1 A313182	Ongoing instruction and support for teachers on analyzing student data from FSA and how achievement...	Gaffney, Peter	8/3/2016	Evidence from meeting powerpoint, also teacher evidence as recorded in teacher data notebook reflecting FSA data.	5/31/2017 semiannually
G1.B3.S1.A2 A313183	Ongoing support and direct instruction to teachers on district presentations regarding data...	Gaffney, Peter	8/3/2016	Evidence will include powerpoint from presentation and notes.	5/31/2017 semiannually

Seminole - 0661 - Keeth Elementary School - 2016-17 SIP
Keeth Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A3 A313184	Data analysis from Common Trimester Assessments using EdInsight to target specific gaps in student...	Porter, Tracy	8/3/2016	Evidence includes notes from team meetings about assessments and student placement into low/mid/high learning intervention groups.	5/31/2017 one-time
G1.B4.S1.MA1 M322989	Review of team notes should include shared best teaching practices.		8/3/2016	Evidence will be included in team notes, PLC notes and lesson plans.	5/31/2017 semiannually
G1.B4.S1.MA1 M322990	Conversations between Instructional Team Leaders, administration and teachers.		8/3/2016	Evidence will include notes and meeting minutes.	5/31/2017 semiannually
G1.B4.S1.A1 A313188	Provide teams with time to observe other teachers successful classroom teaching strategies.	Gaffney, Peter	8/3/2016	Evidence will include notes from visits.	5/31/2017 one-time
G1.B4.S1.A2 A313189	Provide grade level teams time, planned ahead of time, with the specific purpose to review SCPS...	Gaffney, Peter	8/3/2016	Evidence will include team notes.	5/31/2017 one-time
G1.B4.S1.A3 A313190	Provide time and resources to teachers to review instructional framework and standards progression,...	Gaffney, Peter	8/3/2016	Evidence will include presentation notes, sign in sheets and team leader notes.	5/31/2017 annually
G1.B2.S2.MA1 M322979	School leaders, including Administrators and Instructional Team Leaders will meet with new teachers...	Porter, Tracy	9/7/2016	Evidence will be notes on teacher resources.	5/31/2017 one-time
G1.B2.S2.A1 A313178	Provide initial training for new teachers on the SCPS instructional model.	Gaffney, Peter	8/3/2016	Completion of new teacher training will be the notes from the meeting.	5/31/2017 one-time
G1.B2.S2.A2 A313179	Provide new teachers with support from the instructional coach and other support personal.	Porter, Tracy	8/3/2016	Feedback from instructional coach and support personal.	5/31/2017 quarterly
G1.B2.S2.A3 A313180	Provide information on SCPS district instructional opportunities, through classes or PLN.	Porter, Tracy	8/3/2016	Evidence will include new teacher's taking advantage and signing up for district learning opportunities.	5/31/2017 monthly
G1.B3.S2.MA1 M322985	Instructional Leaders will have conversations with teachers regarding the correlation between...	Gaffney, Peter	8/3/2016	Evidence is conversations between Instructional Leaders, administration and teachers.	5/31/2017 one-time
G1.B3.S2.MA1 M322986	During administration walk-thru, administration will monitor for binders and talk to students about...	Porter, Tracy	8/3/2016	Evidence will be discussions between Instructional Leaders regarding binders.	5/31/2017 one-time
G1.B3.S2.A1 A313185	All students will have a data binder that is a working document and accurate reflection of their...	Gaffney, Peter	8/3/2016	Student owned data binders whereas students can describe goals and progress.	5/31/2017 semiannually
G1.B3.S2.A2 A313186	Provide instruction and resources for teachers regarding DQ1.	Gaffney, Peter	8/31/2016	Evidence includes notes from Instructional Team Leader meetings and Team Notes.	5/31/2017 quarterly
G1.B4.S2.MA1 M322991	Administration will have conversations with teachers on sharing expertise and providing...		8/3/2016	Evidence for effectiveness will be recorded in student data notebooks, team leader notes, team notes and PD presentations.	5/31/2017 every-2-months
G1.B4.S2.MA1 M322992	Conversations with administration and teachers regarding mentoring, sharing and supporting ideas...	Gaffney, Peter	8/3/2016	Evidence will be demonstrated by teachers signing up to mentor other teachers, sharing professional ideas and participating in PD opportunities to share expertise.	5/31/2017 every-2-months
G1.B4.S2.A1 A313191	Domain 4 will be exclusively presented and modeled during instructional team leader meetings and...	Gaffney, Peter	8/3/2016	Evidence includes team leader notes, presentation notes and teacher conversations.	5/31/2017 every-2-months
G1.B2.S3.MA1 M322981	Administration will meet with teachers during data review.		11/30/2016	Evidence from formative and summative assessments, including Common Trimester Assessments, as well as records of fluid groups of students.	5/31/2017 semiannually

Seminole - 0661 - Keeth Elementary School - 2016-17 SIP
Keeth Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S3.MA1  M322982	Teachers will meet with administration and present plans for low/high learners.	Porter, Tracy	10/5/2016	Evidence will include lesson plans that reflect levels of cognitive complexity, as related to Florida Standards.	5/31/2017 quarterly
G1.B3.S3.MA1  M322987	Administration will have conversations with teachers about student data regarding assessments.	Gaffney, Peter	8/3/2016	Evidence will include meeting notes.	5/31/2017 semiannually
G1.B3.S3.MA1  M322988	Sign up sheets will be posted early in the year to give teachers time to plan for meetings.	Gaffney, Peter	8/3/2016	Evidence will include review of administration notes, conference notes and reports cards.	5/31/2017 semiannually
G1.B3.S3.A1  A313187	Teachers will have one-on-one time with administration to discuss progress monitoring data.	Gaffney, Peter	8/31/2016	Evidence includes sign up sheets and notes on class rosters kept by administration.	5/31/2017 one-time
G1.B2.S3.A1  A313181	Teachers must know the complexity level of expectations of each standard and how to relate those...	Porter, Tracy	10/5/2016	Evidence will include reflection logs written by teachers outlining their plan.	6/7/2017 quarterly

V. Professional Development Opportunities

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

G1. Administrators and Teachers at Keeth and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math and satisfactory progress in Science.

G1.B1 Differentiated knowledge of research-based High Yield Strategies.

G1.B1.S1 Provide ongoing professional development to teachers and staff on research based, High Yield Strategies. High Yield Strategies are defined as have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels.

PD Opportunity 1

Provide high quality, professional, research based PLC to teachers and staff on High Yield Strategies, what they mean and how to use them in the classroom. This is done in a 5 series, ongoing professional development presentation on designated Wednesday's through the year. A differentiated approach is presented to meet the varying levels of teachers and staff.

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 8/5/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide high quality, professional, research based PLC to teachers and staff on High Yield Strategies, what they mean and how to use them in the classroom. This is done in a 5 series, ongoing professional development presentation on designated Wednesday's through the year. A differentiated approach is presented to meet the varying levels of teachers and staff.				\$1,294.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	620000-PRINCIPAL - GENERAL	0661 - Keeth Elementary School	School Improvement Funds		\$1,294.00
			Notes: PD funds includes: SIP funds used to purchase materials, and curriculum items to assist teachers in implementation the Florida Standards effectively.			
2	G1.B1.S1.A2	Provide Instructional Team Leaders with High Yield strategies and examples, for classroom use during Team Leader meetings.				\$0.00
3	G1.B2.S1.A1	Provide Team PLC time with administration during the day to learn and reflect on standards and levels of rigor focusing on DQ3, helping students practice and deepen knowledge.				\$0.00
4	G1.B2.S1.A2	Provide feedback for support during classroom walk-thrus, regarding levels of rigor in regards to the Florida Standards.				\$0.00
5	G1.B2.S1.A3	Provide teams with district Science personnel to help them develop a better understanding of how rigor relates to the Science Framework.				\$0.00
6	G1.B2.S2.A1	Provide initial training for new teachers on the SCPS instructional model.				\$0.00
7	G1.B2.S2.A2	Provide new teachers with support from the instructional coach and other support personal.				\$0.00
8	G1.B2.S2.A3	Provide information on SCPS district instructional opportunities, through classes or PLN.				\$0.00
9	G1.B2.S3.A1	Teachers must know the complexity level of expectations of each standard and how to relate those complexity levels to low/high learners.				\$0.00
10	G1.B3.S1.A1	Ongoing instruction and support for teachers on analyzing student data from FSA and how achievement levels are determined on standardized testing.				\$0.00
11	G1.B3.S1.A2	Ongoing support and direct instruction to teachers on district presentations regarding data analyzing. Paying close attention to FSA data regarding levels of student achievement and achievement gaps of learners on standardized testing.				\$0.00
12	G1.B3.S1.A3	Data analysis from Common Trimester Assessments using EdInsight to target specific gaps in student knowledge/learning.				\$0.00
13	G1.B3.S2.A1	All students will have a data binder that is a working document and accurate reflection of their learning and progress.				\$0.00
14	G1.B3.S2.A2	Provide instruction and resources for teachers regarding DQ1.				\$0.00

15	G1.B3.S3.A1	Teachers will have one-on-one time with administration to discuss progress monitoring data.	\$0.00
16	G1.B4.S1.A1	Provide teams with time to observe other teachers successful classroom teaching strategies.	\$0.00
17	G1.B4.S1.A2	Provide grade level teams time, planned ahead of time, with the specific purpose to review SCPS instructional model as modeled during instructional team leader meetings.	\$0.00
18	G1.B4.S1.A3	Provide time and resources to teachers to review instructional framework and standards progression, including unpacking of the standards.	\$0.00
19	G1.B4.S2.A1	Domain 4 will be exclusively presented and modeled during instructional team leader meetings and induced in various PD opportunities throughout the year.	\$0.00
Total:			\$1,294.00