# Ketterlinus Elementary School



## 2018-19 Schoolwide Improvement Plan

## Table of Contents

# 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) | **2017-18 Title I School** | **2017-18 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 | 20% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | A | C | B | A* |

## School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

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

| Name | Title |
|---|---|
| Brush, Sue | Teacher, K-12 |
| McCutcheon, Sandy | School Counselor |
| Wilkerson, Francine | Teacher, ESE |
| Keaton, Monique | Assistant Principal |
| Tucker, Kathy | Principal |
| Stoll, Kora | Teacher, K-12 |
| Hilbert, Bethany | Teacher, K-12 |
| Borie, Amy | |

**Duties**

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

The principal ensures that all staff comply with the district-wide school site standards.

### Early Warning Systems

**Year 2017-18**

**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 | 5 | 5 | 7 | 5 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| One or more suspensions | 1 | 4 | 4 | 3 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

**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 | 1 | 2 | 1 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 5 | 9 | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Retained Students: Previous Year(s) | 0 | 5 | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

**Date this data was collected**
Wednesday 7/18/2018

**Year 2016-17 - As Reported**

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

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

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

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

**Year 2016-17 - Updated**

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

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

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

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

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The lowest quartile in both ELA and Math. Although Ketterlinus made gains in the lowest quartile in both ELA and Math it is still our area of greatest need. Based on FSA data, our lowest quartile grew from 28% in 2016-17 to 43% in 2017-18 on the ELA assessment. In Math, our lowest quartile grew from 35% in 2016-17 to 44% in 2017-18. The trend is that Ketterlinus has been below 50% since the 2015-16 school year.

**Which data component showed the greatest decline from prior year?**

Based on FSA data, our ELA Achievement data went from 73% in 2016-2017 to 68% in 2017-2018.

**Which data component had the biggest gap when compared to the state average?**

When compared to the state, Ketterlinus outperformed the state averages in ELA, math and science profieciency. The largest gap was proficiency in science with a differential of +17 points. The state average was 55% proficiency. Ketterlinus had 72% proficiency. However, the learning gains of the lowest 25% at Ketterlinus did not meet the state average. The ELA learning gains of the lowest 25% at Ketterlinus was 43%, while the state average was 48%. The math learning gains of the lowest 25% at Ketterlinus was 44%, while the state average was 48%.

**Which data component showed the most improvement? Is this a trend?**

Based on FCAT Science data, Ketterlinus has shown a steady trend in increasing science scores since 2015-2016 to the 2017-2018 school year - an increase of 30 points. Last year, Ketterlinus had the largest growth in achievement of 17 points in science - going from 55% in 16-17 to 72% in 17-18.

**Describe the actions or changes that led to the improvement in this area.**

The actions that led to the improvement in this area was a focus on STEAM and project-based learning. Another factor that led to the improvement in the area of Science a change in teacher capacity and knowledge of standards in the area of Science.

## School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 68% | 72% | 56% | 71% | 68% | 52% |
| ELA Learning Gains | 62% | 59% | 55% | 53% | 59% | 52% |
| ELA Lowest 25th Percentile | 43% | 50% | 48% | 53% | 53% | 46% |
| Math Achievement | 73% | 77% | 62% | 72% | 70% | 58% |
| Math Learning Gains | 69% | 67% | 59% | 60% | 63% | 58% |
| Math Lowest 25th Percentile | 44% | 58% | 47% | 45% | 60% | 46% |
| Science Achievement | 72% | 68% | 55% | 42% | 66% | 51% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 5 (6) | 5 (10) | 7 (6) | 5 (6) | 6 (8) | 3 (10) | 31 (46) |
| One or more suspensions | 1 (3) | 4 (4) | 4 (4) | 3 (8) | 3 (6) | 11 (6) | 26 (31) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (1) | 0 (2) | 1 (3) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 1 (2) | 9 (13) | 15 (14) | 25 (29) |

## Grade Level Data
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 65% | 78% | -13% | 57% | 8% |
| | 2017 | 82% | 80% | 2% | 58% | 24% |
| Same Grade Comparison | | -17% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 67% | 74% | -7% | 56% | 11% |
| | 2017 | 69% | 74% | -5% | 56% | 13% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -15% | | | | |
| 05 | 2018 | 71% | 73% | -2% | 55% | 16% |
| | 2017 | 58% | 75% | -17% | 53% | 5% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 2% | | | | |

### MATH

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|
| 03 | 2018 | 68% | 80% | -12% | 62% | 6% |
|  | 2017 | 77% | 80% | -3% | 62% | 15% |
| Same Grade Comparison |  | -9% |  |  |  |  |
| Cohort Comparison |  |  |  |  |  |  |
| 04 | 2018 | 74% | 83% | -9% | 62% | 12% |
|  | 2017 | 77% | 82% | -5% | 64% | 13% |
| Same Grade Comparison |  | -3% |  |  |  |  |
| Cohort Comparison |  | -3% |  |  |  |  |
| 05 | 2018 | 76% | 79% | -3% | 61% | 15% |
|  | 2017 | 53% | 80% | -27% | 57% | -4% |
| Same Grade Comparison |  | 23% |  |  |  |  |
| Cohort Comparison |  | -1% |  |  |  |  |

### SCIENCE

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|
| 05 | 2018 | 73% | 73% | 0% | 55% | 18% |
|  | 2017 |  |  |  |  |  |
| Cohort Comparison |  |  |  |  |  |  |

## Subgroup Data

#### 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 25 | 36 | 32 | 43 | 51 | 35 | 27 |  |  |  |  |
| BLK | 40 | 55 |  | 42 | 40 |  |  |  |  |  |  |
| HSP | 75 |  |  | 83 |  |  |  |  |  |  |  |
| WHT | 71 | 63 | 47 | 75 | 70 | 48 | 75 |  |  |  |  |
| FRL | 55 | 54 | 34 | 63 | 61 | 37 | 61 |  |  |  |  |

#### 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 41 | 32 | 22 | 44 | 31 | 24 | 21 |  |  |  |  |
| BLK | 26 | 36 |  | 33 | 38 |  |  |  |  |  |  |
| HSP | 73 |  |  | 82 |  |  |  |  |  |  |  |
| WHT | 78 | 57 | 38 | 76 | 54 | 33 | 58 |  |  |  |  |
| FRL | 61 | 47 | 28 | 59 | 47 | 29 | 34 |  |  |  |  |

## Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:

#### Activity #1

| | |
|---|---|
| **Title** | ELA |
| **Rationale** | Based on FSA data our ELA achievement dropped to 68% (-5%) and ELA lowest quartile is 43%. |
| **Intended Outcome** | Our ELA achievement data will increase by 3%, from 68% to 71% and lowest quartile will increase to 50%. |
| **Point Person** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

#### Action Step

| | |
|---|---|
| **Description** | As part of the PLC process we have implemented a school-wide intervention block for ELA. The teachers at Ketterlinus will also be provided with training on focused note-taking (learning through writing) which will provide more opportunities for collaboration and inquiry. Ketterlinus also will utilize tutors to provide additional interventions. |
| **Person Responsible** | Sue Brush (suzanne.brush@stjohns.k12.fl.us) |

#### Plan to Monitor Effectiveness

| | |
|---|---|
| **Description** | The assistant principal has created a school-wide schedule for common intervention times. Grade levels will meet weekly in PLC's to discuss formative assessment data and plan for instruction. Focused note-taking will be monitored through iObservation. |
| **Person Responsible** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

| Activity #2 | |
| --- | --- |
| **Title** | Math |
| **Rationale** | Based on FSA data we would like increase our achievement level of 73% and increase Math lowest quartile of 44%. |
| **Intended Outcome** | Our Math achievement data will increase by 3%, from 73% to 76%. Our Math lowest quartile will increase to 60%. |
| **Point Person** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

| Action Step | |
| --- | --- |
| **Description** | As part of the PLC process we have implemented a school-wide intervention block for Math. The teachers at Ketterlinus will also be provided with training on focused note-taking (learning through writing) which will provide more opportunities for collaboration and inquiry. Ketterlinus also will utilize tutors to provide additional interventions. |
| **Person Responsible** | Sue Brush (suzanne.brush@stjohns.k12.fl.us) |

| Plan to Monitor Effectiveness | |
| --- | --- |
| **Description** | The assistant principal has created a school-wide schedule for common intervention times. Grade levels will meet weekly in PLC's to discuss formative assessment data and plan for instruction. Focused note-taking will be monitored through iObservation. |
| **Person Responsible** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

| Activity #3 | |
| --- | --- |
| **Title** | Conditions of Learning |
| **Rationale** | We have observed a trend in lack of motivation and engagement especially with students in the lowest quartile. We would like to increase the motivation and engagement of students by changing the conditions of learning. |
| **Intended Outcome** | Students will become more engaged in their learning, increase motivation to attend school, and increase motivation to participate in daily learning activities. |
| **Point Person** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

| Action Step | |
| --- | --- |
| **Description** | KES splash was created by a teacher leadership team to increase student engagement and motivation. We are providing ongoing staff development on Classroom Dojo. We have developed grade-level and school-wide incentives based on attendance, AVID success skills, and participation. |
| **Person Responsible** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

| Plan to Monitor Effectiveness | |
| --- | --- |
| **Description** | MTSS core team will be monitoring the early warning systems that include attendance, suspensions, and grades. Administrators will be monitoring Classroom Dojo accounts. |
| **Person Responsible** | Kathy Tucker (kathy.tucker@stjohns.k12.fl.us) |

## Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Ketterlinus Parent Involvement Plan can be found at
https://app1.fldoe.org/bsa/ParentInvolvementPlan

**PFEP Link**

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

**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.

**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.
In addition, this year the school has implemented a Voluntary Pre-Kindergarten (VPK) program to assist preschool children to kindergarten.
KINDERGARTEN STAGGER START
Our fifth grade team meets with the middle school administrators and school counselors to facilitate smooth transition from elementary into middle school. AVID interviews are conducted for rising 6th graders who wish to transition into the AVID program in middle school.

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

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

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

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

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

Title II - District receives supplemental funds for improving teaching practices.

Title III - Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title IX - District Homeless Liaison provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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

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

**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