2013-2014 SCHOOL IMPROVEMENT PLAN

Ketterlinus Elementary School

67 ORANGE ST
St Augustine, FL 32084
904-547-8540
http://www-kes.stjohns.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	45%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	18%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Ketterlinus Elementary School

Principal
Kathy Tucker

School Advisory Council chair
Ashley Power and Amanda Strange

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
James Roberts	Assistant Principal
Angela Redmon	Instructional Literacy Coach
Stephanie Caradonna	School Psychologist
Stacey Gwaltney	Registar/Attendance Clerk
Sandra "Sandy" McCutcheon	Guidance Counselor
Kathy Tucker	Principal

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and business/community member who are representative of the ethnic, racial and economic community served the school.

Involvement of the SAC in the development of the SIP

SAC has been involved in developing this plan by reviewing the school achievement data as well as current changes in state standards (common core).

Activities of the SAC for the upcoming school year

SAC will continue to look at opportunities to support teacher training at AVID and parent involvement and education of state standards.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kathy Tucker		
Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	Bachelors of Art in Elementary Education Master of Arts in Educational Leadership Certifications in Grades 1-6 and School Principal K-12 ESOL endorsement National Board Certified Teacher (expired)
Performance Record	Two out of the three years, school has received a grade of "A" from the Florida Department of Education (2011 & 2013) School grade of a "B" (2012).

James "Jim" Roberts		
Asst Principal	Years as Administrator: 16	Years at Current School: 1

Credentials	Bachelor of Arts in Elementary Education Masters of Arts in Educational Leadership
Performance Record	Served part-time as an Assistant Principal during 2011-2012 school year in which the school received a grade of "B". School received a grade of an "A" during the 2012-2013 school year. From 2008-2010, served as Assistant Principal at Liberty Pines K-8 school year in which the school was rated an "A" each year.

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Angela Redmon		
Full-time / School-based	Years as Coach: 1	Years at Current School:

Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS
Credentials	Bachelors in Elementary Education Currently working on Masters in Educational Leadership Completed 5 out of the 6 competencies for Reading Endorsement (will be completed by the end of the schol year).
Performance Record	12 years as a classroom teacher at Ketterlinus Elementary School. RtI/Instructional Literacy Coach (part-time) for approximately 1 year. School grade of an "A" for 10 out of the 14 years.

Classroom Teachers

of classroom teachers
37

receiving effective rating or higher
37, 100%

Highly Qualified Teachers
100%

certified in-field
37, 100%

 # ESOL endorsed

22, 59%

 # reading endorsed

1, 3%

 # with advanced degrees

5, 14%

 # National Board Certified

2, 5%

 # first-year teachers

4, 11%

 # with 1-5 years of experience

6, 16%

 # with 6-14 years of experience

14, 38%

 # with 15 or more years of experience

12, 32%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

St. Johns County School District actively recruits instructional staff at college job fairs in the state. Ketterlinus hires only the highest quality teachers by utilizing the PATs web-based system. Administration and staff are responsible for identifying teachers with qualifications that meet the criteria of the State of Florida for teaching professionals. Using the St.Johns County rules and regulations, they only hire teachers that are highly qualified, are certified in-field and are effective educators.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

*Mentors and mentees should establish a calendar to meet, before or after student contact time, at least 3-4 times each month during the first four months of employment and at least twice each month thereafter. A checklist and a New Teacher Mentoring Log with suggested discussion topics are included in the mentoring handbook and on the SJCSD professional development website.

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

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

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

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Responsibilities
-Member of core team
-Attends core meetings
-Attends RtI review meetings with teacher
-Helps develop Tier II and Tier III academic and behavior plans
-Develops agenda for MTSS meetings
-Responsible for gathering attendance data
-Responsible for gathering behavior data
-Graphs students' progress monitoring data
-Participates in gap analysis
-Makes the MTSS team aware of health/medical conditions that may impact learning
-Takes minutes during the meeting
-Provides the minutes of the meetings to all MTSS members in a timely fashion

-Files paperwork for RtI students into the RtI folder
-Updates data into the RtI digital database
-Schedules meetings to review RtI plans with teachers
-Performs speech and language screenings
-Performs vision and hearing screenings
-Sends home referrals based on vision and hearing needs
-Refers students/parents to appropriate community resources
-Participates in parent conferences
-Performs classroom observations
-Develops progress monitoring probes
-Reviews school wide progress monitoring information
-Conducts guidance lessons based on specific areas of need
-Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
-Finalizes RtI referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

-MTSS core team meets weekly
-The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
-Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
-The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Mangaement system includes: eSchool Plus and Performance Plus data system.
Baseline data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
Midyear data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
End of year data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data
Attendance – List of students missing 3, 5, or 10 days
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.
As part of the MTSS meetings, we educate our parents on the process of MTSS. Each tier is explained as it relates to their child's specific needs. In addition, the school provides a brochure on the multi-tier support system with their role as a team member.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year:

Students in grades 1, 2 & 3 (level 1's) are provided intensive reading remediation during the summer by certified teachers.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

School uses state and district progress monitoring assessments, as well as classroom reading assessments (DRA) to determine the child's specific need and growth.

Who is responsible for monitoring implementation of this strategy?

District Curriculum Department with individual school administrators. Individual teachers administer the assessments.

Strategy: Summer Program
Minutes added to school year: 1,680

Teacher professional development on high yield strategies, district's curriculum maps and assessments for tracking and providing student intervention or enrichment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through participation of summer staff development as tracked through the district's professional development system - Sungard. In addition, fidelity of training is tracked through classroom observations as shown in iObservation teacher evaluation web-based system.

Who is responsible for monitoring implementation of this strategy?

School administrators and Instructional Literacy Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kathy Tucker	Principal
James "Jim" Roberts	Assistant Principal
Angela Redmon	Instructional Literacy Coach
Sandra "Sandy" McCutcheon	Guidance Counselor
Heather Golz	Kindergarten Teacher
Patricia "Patty" Crum	First Grade Teacher
Veronica Celeste	Second Grade Teacher
Haley Blevins	Third Grade Teacher
Suzanne Brush	Fourth Grade Teacher
Greta Pelletier	Fifth Grade Teacher
Curtis Lewis	Resource Teacher (Art)
Denise Droege	Media Specialist
Suzanne Fraser	ESE Teacher

How the school-based LLT functions

The LLT meets on a monthly basis to review school and grade-level data; develop strategies and school-wide literacy initiative. Each grade-level/department is represented to provide equal sharing and decision making. Grade chairs/Department heads disseminate information to their grade-level/department and gather input.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Our district provides all students with an instructional reading coach to provide coaching and professional development to all teachers. The Instructional Literacy Coach facilitates the collection, tracking and interpretation of data with individual teachers to target their reading instruction for students that are struggling but also those that might need enrichment.
School based administrator and Instructional Literacy Coach facilitate grade-level planning from data by providing substitutes on "Data and Dialog Days". Instructional Literacy Coach provides additional training on high yield strategies to target reading instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for kindergarten.
In addition, this year the school has implemented a Voluntary Pre-Kindergarten (VPK) program to assist preschool children to kindergarten.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	73%	No	78%
American Indian				
Asian				
Black/African American	44%	35%	No	50%
Hispanic				
White	80%	79%	No	82%
English language learners				
Students with disabilities	53%	35%	No	58%
Economically disadvantaged	63%	57%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	35%	50%
Students scoring at or above Achievement Level 4	86	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	106	77%	
Students in lowest 25% making learning gains (FCAT 2.0)	26	74%	

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	63%	No	73%
American Indian				
Asian				
Black/African American	53%	26%	No	58%
Hispanic				
White	74%	67%	No	77%
English language learners				
Students with disabilities	52%	18%	No	57%
Economically disadvantaged	61%	49%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	25%	50%
Students scoring at or above Achievement Level 4	87	39%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	58%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%		No	73%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic				
White	74%		No	77%
English language learners				
Students with disabilities	52%		No	57%
Economically disadvantaged	61%		No	65%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	29%	40%
Students scoring at or above Achievement Level 4	15	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		9
Participation in STEM-related experiences provided for students	435	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	83	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	8	2%	1%
Students who are not proficient in reading by third grade	21	26%	20%
Students who receive two or more behavior referrals	15	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents to be fully informed on their child's academics and state standards	0	0%	100%

Area 10: Additional Targets

Additional targets for the school

All students will be provided character education program through the use of daily "Words of Widsom" program. Words of Wisdom program is a character-education program that is used on a daily basis. The program provides students with a daily message on making good choices and wise decisions, and provides classroom lessons and projects, as well as journal prompts for writing and discussion.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of students will participate in Daily Character Education lesson	485	100%	100%

Goals Summary

G1. Instructional staff will consistently use high-yield strategies and high expectations for students.

G2. Instructional staff will implement and utilize district formative assessments to guide instruction for individual students.

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

Goals Detail

G1. Instructional staff will consistently use high-yield strategies and high expectations for students.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

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

- AVID staff training and resources

- District Formative Assessments

- DE Assessments

- District EEE training

Targeted Barriers to Achieving the Goal

- Providing additional time for training

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal, Assistant Principal, Instructional Literacy Coach, and Peer Evaluators (district evaluator as well as school-based peers/colleagues)

Target Dates or Schedule:

Monthly classroom observations and feedback

Evidence of Completion:

Report/Spreadsheet of classroom elements being observed and frequency.

G2. Instructional staff will implement and utilize district formative assessments to guide instruction for individual students.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- District formative assessments

- District Coodinators

- Instructional Literacy Coaches (school-based and Title 1 district)

- AVID Training and Resources

Targeted Barriers to Achieving the Goal

- Training

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS

Target Dates or Schedule:
Weekly & Monthly meetings

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

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

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Parent/Community Coordinator

- District Volunteer Coordinator

- PTO - Parent Teacher Organization

- SAC - School Advisory Council

Targeted Barriers to Achieving the Goal

- Limited funding for school-based parent/community coordinator

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

PTO President SAC Chairs Administration Volunteer Coordinator

Target Dates or Schedule:

Quarterly for volunteer hours and monthly for minutes of meetings

Evidence of Completion:

data from Keep & Track; minutes from meetings

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Instructional staff will consistently use high-yield strategies and high expectations for students.

G1.B1 Providing additional time for training

G1.B1.S1 Providing substitute teachers for Data & Dialog Days in order for instructional staff to have extended time to review data, plan and receive additional grade-specific training on (9) of the high yield strategies in EEE: • Identifying similarities and differences • Summarizing and note-taking •Reinforcing effort and providing recognition • Homework and practice •Nonlinguistic representations • Cooperative learning • Setting goals and providing feedback • Generating and testing • Activating prior knowledge

Action Step 1

Using Title 1 funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE and Formative Assessments), District Curriculum Maps and Common Core Standards/NGSSS to plan for classes and small group instruction. Time will be built in to review two of the high yield strategies associated with AVID program and Marzano

Person or Persons Responsible

Administrator, Instructional Literacy Coach and assistance from district coordinator.

Target Dates or Schedule

Data & Dialog Days will be conducted quarterly

Evidence of Completion

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

Facilitator:

Instructional Literacy Coach

Participants:

All instructional staff in grades K-5

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

classroom walk through; district formative assessments; lesson plans review

Person or Persons Responsible

Instructional Literacy Coach and Adminstrators

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administrator, Instructional Literacy Coach, Grade-Chairs, Guidance Counselor and School Psychologist (MTSS Team)

Target Dates or Schedule

Monthly @ grade chair meeting and MTSS meeting.

Evidence of Completion

Minutes in Grade-chair meeting and MTSS meetings

G1.B1.S2 Provide "refresher" training sessions multiple times each month on each of the identified high yield strategy - "Strategy of the Month", during the morning, afternoons and/or during common grade-level planning time on Wednesdays.

Action Step 1

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

Person or Persons Responsible

Instructional Literacy Coach Guidance Counselor Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development web-based program/Sungard

Facilitator:

Instructional Literacy Coach Guidance Counselor Administration District Curriculum Coordinators

Participants:

Classroom teachers

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

data from iObservation and Sungard Professional Development program

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

MTSS team

Target Dates or Schedule

Monthly

Evidence of Completion

Sungard Professional Development program; iObservation data

G2. Instructional staff will implement and utilize district formative assessments to guide instruction for individual students.

G2.B1 Training

G2.B1.S1 Provide school and district formative assessment training and planning for specific grade-levels

Action Step 1

Teachers will be provided district formative assessments to administer to their students. Assessments will be scored and data provided to classroom teachers to use for planning for small groups and individual students.

Person or Persons Responsible

Classroom teachers; instructional literacy coach & administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from Formative Assessments by class

Facilitator:

Participants:

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

Formative assessments will be provided to classroom teachers to administer to their students. Assessments will be returned and scored. Data will be provided to classroom teachers by Instructional Literacy Coach during their common planning time and/or Data & Dialog Days. Data will be used to guide small group and one-on-one instruction as observed through classroom observations.

Person or Persons Responsible

Instructional Literacy Coach and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from formative assessments; iObservation data (classroom observations)

Plan to Monitor Effectiveness of G2.B1.S1

Data from formative assessments; lesson plans for small group instruction; classroom observation data

Person or Persons Responsible

Administration and Instructional Literacy Coach

Target Dates or Schedule

Quarterly data and monthly observaitons

Evidence of Completion

iObservation data and formative assessments

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

G3.B1 Limited funding for school-based parent/community coordinator

G3.B1.S1 Utilize Title 1 funding and additional revenue funds to provide funding for a school-based parent/community coordinator.

Action Step 1

Utilize Title 1 and Additional Revenue funds to provide funding for school-based volunteer/community coordinator

Person or Persons Responsible

Administration

Target Dates or Schedule

During early spring during budget meetings. Budget will fund position for the entire 13-14 school year.

Evidence of Completion

End of the budget

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

Bi-weekly meetings with School based Volunteer/Community Coordinator Monthly meetings with PTO and SAC

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly meetings with parent/community coordinator with administration

Evidence of Completion

Monthly calendar of events; budget; volunteer hours

Plan to Monitor Effectiveness of G3.B1.S1

Volunteer hours on Keep & Track web-based system; Calendar of Events; and monthly minutes from PTO and SAC meetings

Person or Persons Responsible

PTO President SAC Chairs Administration School-based Volunteer Coordinator

Target Dates or Schedule

Monthly for minutes; Quarterly for volunteer hours

Evidence of Completion

Calendar/Sign in sheets for parent events; Keep & Track data of volunteer hours; minutes of meetings

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through in-school program funded through our Title 1 (ARRA) funds. SAI funds are used to purchase school-wide intervention materials and reading teacher. Both Title I and Race to the Top (RTTT) funds are provided for staff development needs.
Title I, Part C- Migrant
The St Johns County School District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title II
District receives supplemental funds for improving teaching practices.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Violence Prevention Programs
The school offers a non-violence and anti-drug program to students that incorporates community service, counseling, and anti-bullying campaign.
Nutrition Programs
*The School's Registered Nurse will coordinate health screenings. In addition, the registered nurses provides guidance to both parents and students on healthy habits.
Housing Programs
Housing Program/Homeless Student District Liaison and District Social Worker continue to provide support to our homeless families helping them to locate housing as well as working out transportation issues so that the children have continuity by being allowed to remain at our school regardless of zoned school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Instructional staff will consistently use high-yield strategies and high expectations for students.

G1.B1 Providing additional time for training

G1.B1.S1 Providing substitute teachers for Data & Dialog Days in order for instructional staff to have extended time to review data, plan and receive additional grade-specific training on (9) of the high yield strategies in EEE: • Identifying similarities and differences • Summarizing and note-taking •Reinforcing effort and providing recognition • Homework and practice •Nonlinguistic representations • Cooperative learning • Setting goals and providing feedback • Generating and testing • Activating prior knowledge

PD Opportunity 1

Using Title 1 funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE and Formative Assessments), District Curriculum Maps and Common Core Standards/NGSSS to plan for classes and small group instruction. Time will be built in to review two of the high yield strategies associated with AVID program and Marzano

Facilitator

Instructional Literacy Coach

Participants

All instructional staff in grades K-5

Target Dates or Schedule

Data & Dialog Days will be conducted quarterly

Evidence of Completion

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

G1.B1.S2 Provide "refresher" training sessions multiple times each month on each of the identified high yield strategy - "Strategy of the Month", during the morning, afternoons and/or during common grade-level planning time on Wednesdays.

PD Opportunity 1

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

Facilitator

Instructional Literacy Coach Guidance Counselor Administration District Curriculum Coordinators

Participants

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development web-based program/Sungard

G2. Instructional staff will implement and utilize district formative assessments to guide instruction for individual students.

G2.B1 Training

G2.B1.S1 Provide school and district formative assessment training and planning for specific grade-levels

PD Opportunity 1

Teachers will be provided district formative assessments to administer to their students. Assessments will be scored and data provided to classroom teachers to use for planning for small groups and individual students.

Facilitator

Participants

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from Formative Assessments by class

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Instructional staff will consistently use high-yield strategies and high expectations for students.	$7,900
G3.	Ketterlinus will increase their parental and community/business partnerships and involvement to support student achievement.	$19,400
	Total	$27,300

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Title 1 and additional revenue	$6,900	$0	$6,900
Title 1	$19,400	$0	$19,400
Title 2	$0	$1,000	$1,000
Total	$26,300	$1,000	$27,300

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Instructional staff will consistently use high-yield strategies and high expectations for students.

G1.B1 Providing additional time for training

G1.B1.S1 Providing substitute teachers for Data & Dialog Days in order for instructional staff to have extended time to review data, plan and receive additional grade-specific training on (9) of the high yield strategies in EEE: • Identifying similarities and differences • Summarizing and note-taking •Reinforcing effort and providing recognition • Homework and practice •Nonlinguistic representations • Cooperative learning • Setting goals and providing feedback • Generating and testing • Activating prior knowledge

Action Step 1

Using Title 1 funds, substitute teachers will be hired to provide classroom coverage as teachers have "Data and Dialog Days". Days will be structured to review current assessments (District DE and Formative Assessments), District Curriculum Maps and Common Core Standards/NGSSS to plan for classes and small group instruction. Time will be built in to review two of the high yield strategies associated with AVID program and Marzano

Resource Type

Personnel

Resource

substitute teachers

Funding Source

Title 1 and additional revenue

Amount Needed

$6,900

G1.B1.S2 Provide "refresher" training sessions multiple times each month on each of the identified high yield strategy - "Strategy of the Month", during the morning, afternoons and/or during common grade-level planning time on Wednesdays.

Action Step 1

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

Resource Type

Professional Development

Resource

Flexible professional development opportunities and PLCs

Funding Source

Title 2

Amount Needed

$1,000

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

G3.B1 Limited funding for school-based parent/community coordinator

G3.B1.S1 Utilize Title 1 funding and additional revenue funds to provide funding for a school-based parent/community coordinator.

Action Step 1

Utilize Title 1 and Additional Revenue funds to provide funding for school-based volunteer/community coordinator

Resource Type

Personnel

Resource

Part-time parent/community volunteer coordinator

Funding Source

Title 1

Amount Needed

$19,400