

St. Johns County School District

# Ketterlinus Elementary School



2019-20 Schoolwide Improvement Plan

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# Ketterlinus Elementary School

67 ORANGE ST, St Augustine, FL 32084

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

## Demographics

**Principal: Kathy Tucker**

Start Date for this Principal: 7/1/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (62%) 2016-17: C (53%) 2015-16: B (57%) 2014-15: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">44%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">20%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	A	C	B

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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	Job Duties and Responsibilities
Brush, Sue	Teacher, K-12	Instructional Literacy Coach, RTI Coordinatnd Professional Development Coordinator
McCutcheon, Sandy	School Counselor	
Keaton, Monique	Assistant Principal	
Tucker, Kathy	Principal	
Stoll, Kora	Teacher, K-12	
Hilbert, Bethany	Teacher, K-12	
Smolek, Rachel	Teacher, K-12	
Killin, Larissa	Teacher, K-12	
Simmons, Shana	Teacher, ESE	
Gaudinio, Sara	Teacher, K-12	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	64	91	59	53	86	0	0	0	0	0	0	0	406
Attendance below 90 percent	2	4	10	4	4	5	0	0	0	0	0	0	0	29
One or more suspensions	1	9	8	4	6	12	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	0	0	1	4	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	4	14	0	0	0	0	0	0	0	20

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	5	2	5	7	0	0	0	0	0	0	0	21

**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	4	5	2	1	2	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	4	3	3	1	0	0	0	0	0	0	0	11

**FTE units allocated to school (total number of teacher units)**

28

**Date this data was collected or last updated**

Wednesday 8/21/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	1	5	7	0	0	0	0	0	0	0	16

**Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	2	1	5	7	0	0	0	0	0	0	0	16

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	75%	57%	73%	74%	55%
ELA Learning Gains	70%	67%	58%	54%	64%	57%
ELA Lowest 25th Percentile	67%	59%	53%	28%	52%	52%
Math Achievement	76%	77%	63%	73%	75%	61%
Math Learning Gains	69%	69%	62%	55%	69%	61%
Math Lowest 25th Percentile	48%	59%	51%	35%	60%	51%
Science Achievement	63%	72%	53%	55%	69%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	53 (0)	64 (0)	91 (0)	59 (0)	53 (0)	86 (0)	406 (0)
Attendance below 90 percent	2 (5)	4 (5)	10 (7)	4 (5)	4 (6)	5 (3)	29 (31)
One or more suspensions	1 (1)	9 (4)	8 (4)	4 (3)	6 (3)	12 (11)	40 (26)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	4 (1)	3 (0)	8 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (1)	4 (9)	14 (15)	20 (25)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	78%	-10%	58%	10%
	2018	65%	78%	-13%	57%	8%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	76%	77%	-1%	58%	18%
	2018	67%	74%	-7%	56%	11%
Same Grade Comparison		9%				
Cohort Comparison		11%				
05	2019	69%	76%	-7%	56%	13%
	2018	71%	73%	-2%	55%	16%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	82%	-8%	62%	12%
	2018	68%	80%	-12%	62%	6%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	78%	82%	-4%	64%	14%
	2018	74%	83%	-9%	62%	12%
Same Grade Comparison		4%				
Cohort Comparison		10%				
05	2019	72%	80%	-8%	60%	12%
	2018	76%	79%	-3%	61%	15%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	73%	-13%	53%	7%
	2018	73%	73%	0%	55%	18%
Same Grade Comparison		-13%				
Cohort Comparison						

**Subgroup Data**

2019 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 2017-18	C & C 2017-18
SWD	31	50	57	45	47	35	44				

2019 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 2017-18	C & C Accel 2017-18
BLK	56	70		53	64						
WHT	75	70	70	79	68	54	66				
FRL	63	66	65	69	65	41	50				
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				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities (SWD) continue to "trend" as the lowest performing students despite a increases from the prior year. Contributing factors include transit population, attendance and scheduling.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fortunately, we did not show any decline from the prior year. Factors in showing increases include our focus on engagement/motivation as well as our intentional focus of our lowest 25% through our problem-solving process (RTI).

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

none

#### Which data component showed the most improvement? What new actions did your school take in this area?

Our greatest gap was 18% higher than the state's average in Grade 4 ELA. So it is a positive for us to say that our focus on engagement/motivation as well as intentional focus of our lowest 25% worked.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the EWS, our areas of concern is out of school suspensions (26 students) and attendance lower than 90% (31 students).

#### Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities
2. Lowest 25% in math
3. Lowest 25% in ELA
4. Out of school suspensions
5. Attendance

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Students with Disabilities - our SWD continue to be the lowest performing students in our school. We have shown slight improvements but want to continue that trend, but more emphasis in math - which showed only a slight improvement. We have created a school-wide intervention block in which ESE services are pushed in during the school day for every grade-level. In addition, those students that require a higher level of ESE services are not pulled during core instruction in ELA and Math. We found that many of our ESE students were missing some core instruction. In addition, we have created non-negotiables in which our students that are the lowest performing receiving intervention through a certified teacher and not paraprofessional.
<b>State the measurable outcome the school plans to achieve</b>	To improve our students with disabilities' academic achievement as shown on FSA. SWD gains in ELA's Lowest quartile from 57% to 60% SWD gains in Math's Lowest quartile from 35% to 40%
<b>Person responsible for monitoring outcome</b>	Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)
<b>Evidence-based Strategy</b>	Small group instruction without missing core instruction School-wide intervention blocks for each grade-level with non-negotiables for small groups Frequent progress monitoring Formative Standards Based Assessments for PLC
<b>Rationale for Evidence-based Strategy</b>	To improve the lowest quartile of students that are SWD in both ELA and Math through small group instruction within intervention blocks. Students are identified through formative standards based assessment during Professional Learning Communities (PLC). Our lowest performing students receive instruction through a certified teacher. Paraprofessional/Tutors provide support with other small groups.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify our lowest quartile students during RTI Core and Grade-level PLCs</li> <li>2. Create master schedule of intervention blocks</li> <li>3. Establish non-negotiables for small group instruction &amp; use of tutors/paraprofessionals.</li> <li>4. Progress monitor quarterly through RTI Core Team &amp; grade-level PLCs w/ administrators</li> <li>5. Identify students that resource teachers can mentor, and resources to implement for Tier 1 &amp; 2 interventions.</li> </ol>
<b>Person Responsible</b>	Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)

<b>#2</b>	
<b>Title</b>	Lowest 25% in ELA & Math
<b>Rationale</b>	We will continue our intentional focus of examining the data from iReady and bringing individual students who are not showing growth through our problem-solving process. We will also continue our motivational/engagement initiative through our professional development in Positive Behavior Intervention System (PBIS)/Conscious Discipline and our school-wide motivational initiatives such as Passport to Learning, BINGO, Accelerated Reader (AR) quarterly goals and "Get Schooled" Challenges (for attendance).
<b>State the measurable outcome the school plans to achieve</b>	To improve our lowest quartile's academic achievement as shown on FSA. L25 gains in ELA's Lowest quartile from 67% to 70% L25 gains in Math's Lowest quartile from 48% to 60%
<b>Person responsible for monitoring outcome</b>	Monique Keaton (monique.keaton@stjohns.k12.fl.us)
<b>Evidence-based Strategy</b>	Small group instruction without missing core instruction School-wide intervention blocks for each grade-level with non-negotiables for small groups Frequent progress monitoring Formative Standards Based Assessments for PLC
<b>Rationale for Evidence-based Strategy</b>	To improve the lowest quartile of students in both ELA and Math through small group instruction within intervention blocks. Students are identified through formative standards based assessment during Professional Learning Communities (PLC). Our lowest performing students receive instruction through a certified teacher. Paraprofessional/Tutors provide support with other small groups.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify our lowest quartile students during RTI Core and Grade-level PLCs</li> <li>2. Create master schedule of intervention blocks</li> <li>3. Establish non-negotiables for small group instruction &amp; use of tutors/paraprofessionals.</li> <li>4. Progress monitor quarterly through RTI Core Team &amp; grade-level PLCs w/ administrators</li> <li>5. Identify students that resource teachers can mentor, and resources to implement for Tier 1 &amp; 2 interventions.</li> </ol>
<b>Person Responsible</b>	Monique Keaton (monique.keaton@stjohns.k12.fl.us)

#3

<b>Title</b>	<p>Out of School Suspensions/Attendance</p> <p>Out of School Suspensions (OSS). The majority of our OSS were from students in our behavior unit. This self-contained program has students that have behavioral and emotional disabilities which often shows through physical and verbal aggression (threats). We have established a district-wide Professional Learning Community to share &amp; learn from other staff members across the district. In addition, we have begun an intensive training for our ESE teachers in this unit. They have begun attending Conscious Discipline training for students that have suffered from trauma. Also, our behavior unit has re-implemented the use of point sheets to track targeted behaviors along with a leveled system. Through this system (Points/Levels) is helps to eliminate subjectivity and decreases "mixed messages" for the students on their behaviors so that positive behavior is more of the focus. Students will clearly understand the levels to reach and which would be celebrated.</p>
<b>Rationale</b>	<p>Attendance - will continue to improve as shown through prior year's data. We contribute our current data of 31 students with less than 90% attendance due to behavior unit's OOS as well as parents that are new to our school and don't understand school policy. We will continue our "Get Schooled" Challenges (2x year), Parent In-Take Conferences (2x year) and Response to Intervention Process (RTI) meetings.</p> <p>The "Get Schooled Challenges" will occur in mid October and mid February. Students/Families are given a visual calendar to record their attendance. Those students with 90% or above receive a small reward. The message is given that attendance is important. During In-Take Conference (early October &amp; February) we emphasize during our conference their child's attendance. Parents are given a copy of the KES' Parent Handbook with our attendance policy. Also, parents are given their child's attendance record to that date.</p> <p>For parents that fail to bring their child to school less than 90%, our Response to Intervention Team (RTI) holds an attendance meeting with our school-based behaviorist and district truancy officer. A attendance contract is developed.</p> <p>In addition, our behavior unit's PLC is focused on reducing suspensions that also have contributed to those students having less than 90% attendance. Through the training of the behavior unit staff, the focus on de-escalation through trainings will be implemented.</p>

<b>State the measurable outcome the school plans to achieve</b>	<p>Based on data through our district's eSchool system, we will reduce Out of School Suspensions by 25%. From 26 students to 19 or less students.</p> <p>Attendance of students missing more than 10% of schooling will continue to be reduced from 31 students to 23 or less (25% improvement).</p>
<b>Person responsible for monitoring outcome</b>	<p>Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)</p>
<b>Evidence-based Strategy</b>	<p>Implementation of school-wide Positive Behavior Intervention System (PBIS) and implementation of Conscious Discipline. An intentional focus will be given to staff in the behavior unit to receive intensive training with trauma informed care with Conscious Discipline.</p>



**Rationale for Evidence-based Strategy**

Very few training and experiences prepare an educator for teaching in the behavior unit. Staff requires extensive training in trauma informed care as well as positive behavior interventions when dealing with intensive behaviors and emotions.

**Action Step**

**Description**

1. Develop Professional Learning Community for Elementary Behavior Units & Transitions
2. Train and Implement the points and leveled system within classrooms.
3. Receive on-going training with Conscious Discipline and Positive Behavior Intervention System through our district and school-based behavior interventionist.
4. Weekly RTI Core meetings to review EWS (suspensions and attendance)
5. Implement school-wide "Get Schooled" challenge and motivational programs such as "Passport to Learning" and Bingo for parents

**Person Responsible**

Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**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 Schoolwide Improvement Plan 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.**

Through our school's parent liaison we organize events such as Donuts with Dads, Mornings with Moms, Grandparents Breakfast, and Coffee with a Cop to create a welcoming environment for our families. In addition, our classroom teachers, with assistance from the parent liaison and administration, schedule (2) In-Take conference weeks per year. This allows parents to come before or after school hours and meet with teachers individually on their children. At this time, the classroom teacher provides the latest academic data, attendance and provides a school handbook to the parents.

Each month, our parent liaison provides a monthly school newsletters with helpful information for parents to help their child at home, school happenings, or procedures/policies.

Also, our School Advisory Council is comprised of a cross representation of our school population and includes a business/community partner to help problem solve or seek input on school improvement issues.

Finally, our Parent Teacher Organization meets monthly and extends an open invitation to all parents through our class and school newsletters, and weekly email messages. This organization assist the school not only in fundraising for school-wide initiatives but also creating events that welcome parents into the school such as Bingo Night, Raise Craze Night, Movie Night, etc...

**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.**

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

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 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.**

Teachers: Provide core instruction, participate in student data collection and implement Tier 1 & Tier 2 interventions.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate instructional activities into Tier 3 instruction, and collaborate with teachers through activities and coteaching.

Intervention Specialist: Tracks data and provides research based intervention of lowest 25%. Coaches/ Models School-wide Positive Behavior Intervention System (PBIS). Leads school-wide PD on positive behavior intervention and Conscious Discipline.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based assessment and intervention approaches. Using observations and teacher need, provides coaching and PD helping teachers implement the best instructional practices to support Math gains. Models math lessons and collaborates with the leadership team. Provides PLC support to collaborative teams. Tracks data and provides research based intervention of lowest 25%.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs.

Title I, Part C- 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 funds support the delivery of PD for the 19-20 year.

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

The Title IX District Homeless Liaison provides resources 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 involve age-appropriate activities.

EPIC Community Services provides support

Flagler College/RSVP/Big Brothers/Big Sisters

**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