



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Keeth Elementary School

425 TUSKAWILLA RD

Winter Springs, FL 32708

407-320-5350

[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0061](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0061)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 29%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 29%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>13</b>
<b>Goals Summary</b>	<b>17</b>
<b>Goals Detail</b>	<b>17</b>
<b>Action Plan for Improvement</b>	<b>19</b>
<b>Part III: Coordination and Integration</b>	<b>24</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>25</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>26</b>

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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

Keeth Elementary School

##### Principal

Pete Gaffney

##### School Advisory Council chair

Dan Finley

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

Name	Title
Peter Gaffney	Principal
Kelly Mitchell	AP
Jennifer Dunaye	Reading Coach
Kerri Hadden	Kindergarten Teacher
Sarah Case	1st Grade Teacher
Lindsay Todd	2nd Grade Teacher
Andrea Litz	3rd Grade Teacher
Ro Mourad	4th Grade Teacher
Nathan Polley	5th Grade Teacher
Deborah Gendron	ESE Teacher
Sue Arbuckle	Guidance Counselor

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### 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

Keeth Elementary's SAC committee is comprised of parents, staff, and community members. The SAC chair for 2013-14 is a Keeth parent named Dan Finley. The secretary is a parent named Erika Cooper. Additional parent members include Steven Schricker, Kim Ngo, Dena Brister, and Rebecca Laing. Deborah Winterhalter also serves on the committee as a community member and grandparent of a

Keeth student. Staff members serving on the SAC committee include Peter Gaffney, principal, Kelly Mitchell, assistant principal, Lindsay Todd, second grade teacher, Amanda Vandermay, 4th grade teacher, Adolph Pernal, 5th grade teacher, and Kathie Gerber, paraprofessional.

**Involvement of the SAC in the development of the SIP**

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

**Activities of the SAC for the upcoming school year**

The Keeth SAC committee meets regularly, once per month, September through May. The committee focuses on a variety of topics including student enrollment, instructional shifts (ex. Common Core State Standards), data analysis and SIP plan development, capital projects, and instructional technology.

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

We will receive approximately \$600 in School Improvement Funds and will allocate this towards in-school tutorial and differentiated instruction programs, which provide curriculum support to students in small group settings.

**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:**

**Pete Gaffney**

Principal	Years as Administrator: 12	Years at Current School: 5
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**Credentials** Bachelor of Science Physical Education; Masters Degree in Educational Leadership

**Performance Record** Keeth Elementary 2009-2013 "A" school  
Hamilton Elementary 2005 & 2008 "B" school

<b>Kelly Mitchell</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
<b>Credentials</b>	Master's in Educational Leadership Bachelor's in Early Childhood Education ESOL Endorsement	
<b>Performance Record</b>	Keeth Elementary, 2012-Present, "A" School Crystal Lake Elementary, 2010-2012, "A" School	

**Instructional Coaches**

<b># of instructional coaches</b>	1	
<b># receiving effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Jennifer Dunaye</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Data, RtI/MTSS	
<b>Credentials</b>	Elementary Education (Grades 1-6)	
<b>Performance Record</b>	Keeth Elementary 2011-Present, "A" School	

**Classroom Teachers**

<b># of classroom teachers</b>	42
<b># receiving effective rating or higher</b>	42, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	42, 100%
<b># ESOL endorsed</b>	24, 57%
<b># reading endorsed</b>	5, 12%
<b># with advanced degrees</b>	20, 48%



**# National Board Certified**

, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

9, 21%

**# with 6-14 years of experience**

15, 36%

**# with 15 or more years of experience**

18, 43%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**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**

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

**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**

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

### **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**

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

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

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

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

The school leadership team meets bi-monthly on instructionally-focused topics. Data is reviewed, discussed in an on-going manner, and used to drive instruction. MTSS meeting notes and student performance data are managed in an on-line system, which provides specific information in monitoring the fidelity and effectiveness of MTSS interventions.

#### **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**

The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module, EdInsight, to document all interventions, meetings, and parent involvement in the process. Monitored data points include reading

assessments such as SRI/Lexile, DRA, DE, FCAT, and classroom assessments and math assessments such as DE, FCAT, and classroom assessments.

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

All instructional staff will receive staff development this year on using the new on-line MTSS module, EdInsight. Teachers monitor and track student data, which is discussed at bi-monthly MTSS meetings. Parents are a valuable part of the MTSS process and are included in the discussion and development of interventions appropriate for their child. Student progress is communicated regularly to parents throughout the MTSS process via conferences, telephone conversations, and or emails by the teacher or other MTSS 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:** Before or After School Program

**Minutes added to school year:** 2,500

The school will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

In addition, IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day.

**Who is responsible for monitoring implementation of this strategy?**

The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

**Literacy Leadership Team (LLT)**

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

Name	Title
Peter Gaffney	Principal
Kelly Mitchell	Assistant Principal

Name	Title
Jennifer Dunaye	Literacy Coach
Susan Arbuckle	Guidance Counselor
Kerri Hadden	Teacher
Sarah Case	Teacher
Lindsay Todd	Teacher
Andrea Litz	Teacher
Rosemarie Mourad	Teacher
Nathan Polley	Teacher
Linda Kohn	Teacher
Deborah Gendron	Teacher

### How the school-based LLT functions

The Leadership Team meets bi-monthly and focuses on a variety of instructional objectives including research-based best practices for English Language Arts instruction, Common Core State Standards, data analysis of common assessments, and related instructional implications. In addition to the Leadership Team, Keeth elementary also has a Literacy Council, consisting of one representative from each grade level as well as the literacy coach and media specialist. The committee meets monthly to discuss literacy-related practices and staff development needs.

### Major initiatives of the LLT

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

## Every Teacher Contributes to Reading Instruction

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that engages students in reading, speaking, writing, and habits of thinking as they are practiced in the varied disciplines of English Language Arts, history, math, science, and every content area our student encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the teacher to give all students the opportunity to engage in challenging academic work. The literacy coach works side by side with classroom teachers to provide support with instructional best practices in reading. School leaders are instructional leaders, helping the entire school function as a community of learners, working collaboratively to study, develop, share, and build literacy and improve instructional practices.

## 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

Students in our VPK Program will visit the kindergarten classrooms at the end of the school year to see what they can expect in kindergarten next year. Also, at Keeth Elementary our VPK program is considered part of our school. They join us for all of our events and special occasions.

## 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	80%	76%	No	82%
American Indian				
Asian	77%	93%	Yes	79%
Black/African American	63%	35%	No	66%
Hispanic	69%	65%	No	72%
White	88%	82%	No	89%
English language learners	33%	63%	Yes	39%
Students with disabilities	58%	42%	No	63%
Economically disadvantaged	68%	68%	Yes	71%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	23%	25%
Students scoring at or above Achievement Level 4	166	53%	55%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	128	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	31	76%	78%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	35%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	41%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	64	66%	70%

**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	64	66%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	80%	74%	No	82%
American Indian				
Asian	77%	93%	Yes	79%
Black/African American	67%	35%	No	70%
Hispanic	68%	67%	No	72%
White	86%	78%	No	87%
English language learners	63%	58%	No	67%
Students with disabilities	52%	44%	No	57%
Economically disadvantaged	68%	65%	No	71%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	29%	30%
Students scoring at or above Achievement Level 4	142	45%	50%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		65%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	120	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	48%	60%

**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	23	22%	25%
Students scoring at or above Achievement Level 4	45	44%	50%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		35%

**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)	112		120
Participation in STEM-related experiences provided for students	112	18%	20%

**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	44	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	2%
Students who are not proficient in reading by third grade	23	20%	15%
Students who receive two or more behavior referrals	4	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

**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**

Percent of parents that logged into Skyward Parent Portal at least once during the school year

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents that logged into Skyward Parent Portal	157	30%	40%



## Goals Summary

- G1.** Increase the number of teachers who effectively implement research-based best practices in reading instruction.
- G2.** Increase the percentage of students making learning gains in Math on the 2014 FCAT assessment.

## Goals Detail

**G1.** Increase the number of teachers who effectively implement research-based best practices in reading instruction.

### Targets Supported

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

### Resources Available to Support the Goal

- Literacy Coach
- Administrators
- Teachers
- Support Staff
- Professional Development Funds
- "The Core Six" by Silver, et al.

### Targeted Barriers to Achieving the Goal

- Change/shift in instructional practice for some teachers

### Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Core Six training.

### Person or Persons Responsible

Teachers, Administrators, Literacy Coach, Leadership Team

### Target Dates or Schedule:

On-going Student reading achievement data will be collected and analyzed regularly and will include: PASI/PSI (weekly/bi-weekly), SRI (three times per year), DE (three times per year), classroom assessments (weekly/monthly), and FCAT (annual). Staff evaluations will be conducted both formatively (on-going, multiple times per year) and summatively (annual) to provide feedback on instruction.

### Evidence of Completion:

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/ PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training

**G2. Increase the percentage of students making learning gains in Math on the 2014 FCAT assessment.****Targets Supported****Resources Available to Support the Goal**

- Teachers
- Parents
- Support Staff
- Administrators
- "CCSS Ready" Student Workbooks
- Tutorial Funding

**Targeted Barriers to Achieving the Goal**

- Lack of parental support
- Personnel for extended day tutorial programs

**Plan to Monitor Progress Toward the Goal**

Progress toward this goal will be monitored on a continual basis throughout the school year. In-school tutorial and intervention programs will be monitored for effectiveness through regular communication with teachers and other staff providing instructional support to students in small group settings. Regular progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs. Parent support with math content at home will be evidenced by students' improvement on these assessments.

**Person or Persons Responsible**

Teachers, Administrators, Support Staff, Students, Leadership Team, Parents

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of teachers who effectively implement research-based best practices in reading instruction.

**G1.B1** Change/shift in instructional practice for some teachers

**G1.B1.S1** Provide resources and feedback for support to monitor implementation

#### **Action Step 1**

Resources for support in implementation of “The Core Six” instructional strategies: A copy of the book will be provided to each teacher, six staff development modules will be offered during the course of the year, follow-up to modules will occur in Leadership Team and PLC meetings

#### **Person or Persons Responsible**

Teachers, Administrators, Literacy Coach, Leadership Team

#### **Target Dates or Schedule**

On-going Wednesdays have been scheduled as follows for each of the Core Six strategies:  
 October 23 – Reading for Meaning  
 November 20 – Compare and Contrast  
 December 11 – Inductive Learning  
 January 29 – Circle of Knowledge  
 February 12 – Write to Learn  
 March 5 – Vocabulary’s Code

#### **Evidence of Completion**

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training

#### **Facilitator:**

Peter Gaffney, Principal Kelly Mitchell, Assistant Principal Jennifer Dunaye, Literacy Coach

#### **Participants:**

Instructional Staff

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

Strategies will be monitored for fidelity of implementation in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Core Six training.

#### Person or Persons Responsible

Teachers, Administrators, Literacy Coach, Leadership Team

#### Target Dates or Schedule

On-going Wednesdays have been scheduled as follows for each of the six core strategies: October 23 – Reading for Meaning November 20 – Compare and Contrast December 11 – Inductive Learning January 29 – Circle of Knowledge February 12 – Write to Learn March 5 – Vocabulary's Code

#### Evidence of Completion

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training

### Plan to Monitor Effectiveness of G1.B1.S1

Strategies will be monitored for effectiveness of implementation in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Core Six training.

#### Person or Persons Responsible

Teachers, Administrators, Literacy Coach, Leadership Team

#### Target Dates or Schedule

On-going Student reading achievement data will be collected and analyzed regularly and will include: PASI/PSI (weekly/bi-weekly), SRI (three times per year), DE (three times per year), classroom assessments (weekly/monthly), and FCAT (annual). Staff evaluations will be conducted both formatively (on-going, multiple times per year) and summatively (annual) to provide feedback on instruction.

#### Evidence of Completion

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training

**G2. Increase the percentage of students making learning gains in Math on the 2014 FCAT assessment.**

**G2.B1 Lack of parental support**

**G2.B1.S1 Hold a Parent Curriculum Night on ways to support students at home with the CCSS.**

**Action Step 1**

CCSS Curriculum Night

**Person or Persons Responsible**

Parents and families

**Target Dates or Schedule**

TBD

**Evidence of Completion**

Agenda, Curriculum Information, CCSS Resources, Informational Flyer, Take-Away Activities

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

Fidelity toward this goal will be monitored in an on-going basis through data analysis of common assessments such as Discovery Education and Go Math. MTSS and student interventions will be monitored through regular MTSS meetings and during Leadership Team meetings. Parent support with math content at home will be evidenced by students' improvement on these assessments.

**Person or Persons Responsible**

Teachers, Administrators, Support Staff, Students, Leadership Team, Parents

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student performance and data, teacher planning and monitoring related to math instruction and assessment, MTSS documentation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.

### Plan to Monitor Effectiveness of G2.B1.S1

Monitoring of this goal will be conducted in an on-going basis through data analysis of common assessments such as Discovery Education and Go Math. MTSS and student interventions will be monitored through regular MTSS meetings and during Leadership Team meetings. Parent support with math content at home will be evidenced by students' improvement on these assessments.

#### Person or Persons Responsible

Teachers, Administrators, Support Staff, Students, Leadership Team, Parents

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student performance and data, teacher planning and monitoring related to math instruction and assessment, MTSS documentation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.

### G2.B3 Personnel for extended day tutorial programs

#### G2.B3.S1 Utilize tutorial funds to provide in-school support for students.

##### Action Step 1

In-School Tutorial and Intervention Support Programs

#### Person or Persons Responsible

Teachers, Administrators, Support Staff, Subs, Paraprofessionals, Students

#### Target Dates or Schedule

October-April

#### Evidence of Completion

Student Assessment Data: Discovery Education, Classroom Assessments, FL Ready CCSS Support Curriculum, FCAT

### Plan to Monitor Fidelity of Implementation of G2.B3.S1

In-school tutorial and intervention programs will be monitored through regular communication with the staff providing instructional support to students in small group settings. On-going progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs.

#### Person or Persons Responsible

Teachers, Administrators, Leadership Team, Support Staff, Subs, Paraprofessionals, Students

#### Target Dates or Schedule

October-April

#### Evidence of Completion

Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation.

### Plan to Monitor Effectiveness of G2.B3.S1

In-school tutorial and intervention programs will be monitored for effectiveness through regular communication with the staff providing instructional support to students in small group settings. On-going progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs.

#### Person or Persons Responsible

Teachers, Administrators, Leadership Team, Support Staff, Subs, Paraprofessionals, Students

#### Target Dates or Schedule

October-April

#### Evidence of Completion

Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation.

## 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

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



## 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.** Increase the number of teachers who effectively implement research-based best practices in reading instruction.

**G1.B1** Change/shift in instructional practice for some teachers

**G1.B1.S1** Provide resources and feedback for support to monitor implementation

### PD Opportunity 1

Resources for support in implementation of “The Core Six” instructional strategies: A copy of the book will be provided to each teacher, six staff development modules will be offered during the course of the year, follow-up to modules will occur in Leadership Team and PLC meetings

#### Facilitator

Peter Gaffney, Principal Kelly Mitchell, Assistant Principal Jennifer Dunaye, Literacy Coach

#### Participants

Instructional Staff

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## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of teachers who effectively implement research-based best practices in reading instruction.	\$850
G2.	Increase the percentage of students making learning gains in Math on the 2014 FCAT assessment.	\$10,000
Total		\$10,850

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Professional Development funds/SIP	\$850	\$0	\$850
SAI and ESE Tutorial funds	\$0	\$10,000	\$10,000
Total	\$850	\$10,000	\$10,850

### Budget Details

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

**G1.** Increase the number of teachers who effectively implement research-based best practices in reading instruction.

**G1.B1** Change/shift in instructional practice for some teachers

**G1.B1.S1** Provide resources and feedback for support to monitor implementation

#### Action Step 1

Resources for support in implementation of “The Core Six” instructional strategies: A copy of the book will be provided to each teacher, six staff development modules will be offered during the course of the year, follow-up to modules will occur in Leadership Team and PLC meetings

#### Resource Type

Professional Development

#### Resource

"The Core Six," by Harvey F. Silver, et al.; ASCD Core Six on-line professional development modules

#### Funding Source

Professional Development funds/SIP

#### Amount Needed

\$850

**G2.** Increase the percentage of students making learning gains in Math on the 2014 FCAT assessment.

**G2.B3** Personnel for extended day tutorial programs

**G2.B3.S1** Utilize tutorial funds to provide in-school support for students.

**Action Step 1**

In-School Tutorial and Intervention Support Programs

**Resource Type**

Evidence-Based Program

**Resource**

In-school support staff and substitutes, after school tutorial teachers and staff

**Funding Source**

SAI and ESE Tutorial funds

**Amount Needed**

\$10,000