

St. Johns County School District

Ketterlinus Elementary School



2021-22 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: 6/30/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (62%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Johns County School Board.

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.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>43%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>23%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Tucker, Kathy	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Each employee of the St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

Demographic Information

Principal start date

Tuesday 6/30/2009, Kathy Tucker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

432

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	71	73	55	59	92	59	0	0	0	0	0	0	0	409
Attendance below 90 percent	10	11	2	2	15	8	0	0	0	0	0	0	0	48
One or more suspensions	5	4	5	2	5	5	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	2	7	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	1	5	0	0	0	0	0	0	0	0	0	7

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	3	8	5	2	0	0	0	0	0	0	0	19

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	3	13	7	10	9	8	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	75%	57%	68%	72%	56%
ELA Learning Gains				70%	67%	58%	62%	59%	55%
ELA Lowest 25th Percentile				67%	59%	53%	43%	50%	48%
Math Achievement				76%	77%	63%	73%	77%	62%
Math Learning Gains				69%	69%	62%	69%	67%	59%
Math Lowest 25th Percentile				48%	59%	51%	44%	58%	47%
Science Achievement				63%	72%	53%	72%	68%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	78%	-10%	58%	10%
Cohort Comparison						
04	2021					
	2019	76%	77%	-1%	58%	18%
Cohort Comparison						
05	2021					
	2019	69%	76%	-7%	56%	13%
Cohort Comparison						
		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	82%	-8%	62%	12%
Cohort Comparison						
04	2021					
	2019	78%	82%	-4%	64%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-74%				
05	2021					
	2019	72%	80%	-8%	60%	12%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	73%	-13%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready data.

Fall = percent of students Early on Grade Level or above.

Winter = percent of students Mid On Grade Level or above.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		28	33	
	Economically Disadvantaged				
	Students With Disabilities		6	5	
		English Language Learners			
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		29	15	
	Economically Disadvantaged				
	Students With Disabilities		11	5	
		English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	48	
	Economically Disadvantaged			
	Students With Disabilities	27	25	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	25	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	18	17	
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	66	
	Economically Disadvantaged			
	Students With Disabilities	33	43	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	34	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	7	7	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	40	
	Economically Disadvantaged			
	Students With Disabilities	26	15	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	37	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	16	15	
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	46	
	Economically Disadvantaged			
	Students With Disabilities	17	12	
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	30	
Mathematics	Economically Disadvantaged			
	Students With Disabilities	11	6	
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
Science	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	46	59		44	35		21				
BLK	45			15							
HSP	82			88							
WHT	77	64		80	69		62				
FRL	51	54		55	42	10	32				
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
SWD	31	50	57	45	47	35	44				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	85
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	70
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities made lower achievement in ELA, Math and Science (Gr. 5 only) and lower learning gains in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

On FSA from 2019, students with disabilities had the greatest need of improvement in ELA achievement. The gap was a 42% difference between the overall school's performance in grades 3, 4 & 5, and those with disabilities in grades 3, 4 & 5.

In addition, students with disabilities achievement significantly below the overall school's performance by 31%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the 4th quarter of the 2019-2020 school year and 2020-2021 school year, students loss a significant amount of instruction due to the pandemic. Due to several quarantines from both students and staff, students with disabilities missed quality targeted intervention.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Achievement and Learning Gains

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school initiated a robust school-wide reading program in grades 2nd - 5th using Accelerated Reader software. The program's metrics were used to measure student's independent reading level and practices. Teachers were involved in setting student's individual reading goals and frequently monitoring students reaching their goals.

What strategies will need to be implemented in order to accelerate learning?

School will reimplement professional learning communities in the areas of math in grades 3, 4 & 5, and reading in grades K, 1 & 2.

EBD (self contained classrooms) have created and implemented a "Standards of Behavior/ Academics" for their classrooms.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Conscious Discipline
 PBIS - Positive Behavior Intervention System
 Small group instruction
 PLC - refresher
 Book study on "Poor Student, Rich Teaching"

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

After school tutoring

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Small Group instruction - developing classroom systems, management and utilizing high yield strategies. Additional small group targeted instruction via Professional Learning Communities in grades K, 1 & 2.
Measurable Outcome:	FSA ELA Learning Gains of the lowest 25% will reach 50%. iReady
Monitoring:	District and school CFQs (common formative questions) in grades 3, 4 & 5. Accelerated Readers (for independent reading practices)
Person responsible for monitoring outcome:	Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)
Evidence-based Strategy:	Targeted instruction in small groups Goal setting for independent reading practices Feedback from formative assessments (CFQ's) Repeated instruction through tutoring.
Rationale for Evidence-based Strategy:	Students with disabilities would benefit from small group instruction and frequent monitoring.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Professional Learning Communities (PLC) - small group intervention in the area of math. Students are given formative assessments and grouped on need during a grade-level intervention block.

Measurable Outcome: FSA Math Learning Gains of the lowest 25% will reach 60%.

Monitoring: iReady scores
District CFQ's (common formative questions) and classroom formative assessments.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Targeted instruction in small groups
Goal setting for independent reading practices
Feedback from formative assessments (CFQ's)

Rationale for Evidence-based Strategy: Students with disabilities would benefit from small group instruction and frequent monitoring.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: All students would benefit from social and emotional learning. The pandemic created a time of isolation for many families.

Measurable Outcome: Discipline referrals and crisis/counseling referrals will decrease .

Monitoring: Classroom observations of lessons and procedures.
MTSS Core Team will review early warning signs (attendance, discipline, suspensions, MTSS/ESE referrals) for Tier 1 PBIS and Conscious Discipline implementation

Person responsible for monitoring outcome: Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)

Evidence-based Strategy: PBIS and Conscious Discipline strategies as Tier 1 components.

Rationale for Evidence-based Strategy: Students will benefit from social emotional learning to reduce absence, discipline and engage academic engagement.

Action Steps to Implement

School has hired a behavior interventionist to assist school in coaching teachers and staff on positive behavior strategies.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with disabilities performed significantly below the school in all areas. Due to gaps in face to face instruction, school hired another ESE teacher to assist in providing more intervention.
Measurable Outcome:	Both achievement and learning gains will increase. ELA learning gains will increase to 52%, and math learning gains will increase to 60%.
Monitoring:	iReady classroom observations through district's EEE program District and school CFQ's (Common Formative Questions)
Person responsible for monitoring outcome:	Kathy Tucker (kathy.tucker@stjohns.k12.fl.us)
Evidence-based Strategy:	Targeted instruction in small groups Goal setting for independent reading practices Feedback from formative assessments (CFQ's)
Rationale for Evidence-based Strategy:	Students with disabilities would benefit from small group instruction and frequent monitoring.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Ketterlinus will continue implementing strategies developed from Conscious Discipline trainings. This year, each classroom will have classroom jobs, rules based on school-wide SWIM (Safe, Well Manner, Inspiring/Improving and Making Good Choices), an activity to unite, and classroom safe area. In addition, administration and behavior interventionist will monitor for fidelity of implementation.

All staff members provide positive feedback to our students through our Dandy Dolphin program. Students earn recognition for displaying SWIM behavior - Safe, Well Manner, Inspiring/Improving and Making Good Choices. The language is consistent around the entire school with all rules and procedures - from classroom, lunch room, playground and bus rules.

Behavior Interventionist will work with our guidance counselor to provide classroom positive behavior strategies to teachers and model lessons of social emotion learning.

During PTO and SAC meetings, as well as in school-wide newsletter, administration will share school-wide PBIS and Conscious Discipline strategies with parents.

Prior to the start of the school year, administration created an on-line scavenger hunt for parents to learn more about Conscious Discipline and PBIS.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All staff members provide students positive feedback using consistent language.

Administration provides community with information on programs that promote the positive behavior system at school.

Behavior Interventionist works with staff and families on promoting positive behavior and social and emotional learning.

Guidance Counselor provides SEL (Social and Emotional Learning) lessons to all classes.

Classroom teachers provide CC! and SEL lessons on a daily basis.

Each morning, our media specialist has "Words of Wisdom" that promotes positive thinking, behavior and growth mindset.

Accelerated Reader program is used promote positive thinking, good study and academic habits and setting goals. All staff members promote this as we all provide constant feedback on progress.