

Baker County School District

J Franklyn Keller Intermediate School



2022-23 Schoolwide Improvement Plan

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J Franklyn Keller Intermediate School

420 S 8TH ST, Macclenny, FL 32063

www.bakerk12.org

Demographics

Principal: Kelly Horne

Start Date for this Principal: 8/9/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 4-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (46%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Baker 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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420 S 8TH ST, Macclenny, FL 32063

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 4-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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

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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.

The mission of Keller Intermediate School is to provide an educational environment that encourages a lifelong desire for learning, enhances creativity, and provides the personal skills needed for a successful, happy, and productive future.

Provide the school's vision statement.

Keller functions under the umbrella of the District's vision: To prepare individuals to be lifelong learners, self sufficient, and responsible citizens of good character.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Horne, Kelly	Principal	Principal: Leads the faculty, staff and students on the vision and mission of the school. The Principal heads the administration team within the school and is responsible for daily operations of the institution. She oversees the development of curriculum, and enforces school policies relating to discipline and safety. The Principal sets goals and ensures students are meeting their objectives. She provides a common vision for the use of data-based decision-making; ensures adequate professional development to support MTSS implementation; conducts assessment of MTSS skills of school staff; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures that the interventions are implemented with fidelity; and communicates with parents regarding school-based MTSS plans and activities.
Anger, Tracy	Other	Tier I Intervention Teacher and MTSS member: Leads Title I team to assists with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and the Title I process. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings with teachers to keep them up to date on student progress. She attends monthly team leader meetings to discuss data and student growth. She attends monthly MTSS meetings to discuss student data. She takes on leadership projects throughout the year.
Hall, Whitney	Assistant Principal	Assistant Principal: Coordinates the use of school facilities for day to day activities and events. Creates schedules for events and day to day activities. The Assistant Principal provides information about core curriculum and instruction. She provides support for the roles of the MTSS team; gathers data on discipline; researches strategies, intervention and facilitates their implementation. She assists the Principal in ensuring interventions and strategies are implemented with fidelity.
Taylor, Quentin	Instructional Media	Resource Team Lead and PBIS Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Leads the school for PBIS incentives and rewards. Facilitates monthly PBIS meetings. He holds weekly meetings with his team to keep his team up to date on events and activities at the school. He

Name	Position Title	Job Duties and Responsibilities
		<p>attends monthly team leader meetings to discuss data and student growth. He attends monthly MTSS meetings to discuss student data. He takes on leadership projects throughout the year.</p>
Christopher, Heather	Other	<p>Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>
Crawford, Staci	Other	<p>Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>
Padgett, Carylon	Teacher, ESE	<p>ESE Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and the student. Ensures the IEP goals are being met and all deadlines are kept. Assists teachers with Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and shares them with teachers. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>
Crummey, Kindall	School Counselor	<p>School counselor role includes: Facilitating individual educational plan (I.E.P. meetings), Multi tiered systems of support (M.T.S.S) brainstorming interventions based on student data that can be implemented to correct the deficiencies or add</p>

Name	Position Title	Job Duties and Responsibilities
		enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Hatcher, Tiffany	Other	Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
McCullough, Harli	Other	Fourth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Taylor, Bridgett	Other	Fourth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Brookins, Lisa	Teacher, ESE	ESE Team Lead; Leads team to assist with brainstorming interventions based on student

Name	Position Title	Job Duties and Responsibilities
		data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and the student. Ensures the IEP goals are being met and all deadlines are kept. Assists teachers with Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and shares them with teachers. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Demographic Information

Principal start date

Tuesday 8/9/2022, Kelly Horne

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

740

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	382	373	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	100	113	0	0	0	0	0	0	0	213
One or more suspensions	0	0	0	0	38	67	0	0	0	0	0	0	0	105
Course failure in ELA	0	0	0	0	86	68	0	0	0	0	0	0	0	154
Course failure in Math	0	0	0	0	106	91	0	0	0	0	0	0	0	197
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	52	62	0	0	0	0	0	0	0	114

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	9	5	0	0	0	0	0	0	0	14

Date this data was collected or last updated

Tuesday 8/9/2022

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	382	373	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	30	89	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	39	79	0	0	0	0	0	0	0	118
Number of students with a substantial reading deficiency	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	1	0	0	0	0	0	0	0	1

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	5	3	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	9	4	0	0	0	0	0	0	0	13

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	382	373	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	30	89	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	39	79	0	0	0	0	0	0	0	118
Number of students with a substantial reading deficiency	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	1	0	0	0	0	0	0	0	1

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	5	3	0	0	0	0	0	0	0	8	
Students retained two or more times	0	0	0	0	9	4	0	0	0	0	0	0	0	13	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	55%	56%				46%	65%	57%
ELA Learning Gains	45%						46%	46%	58%
ELA Lowest 25th Percentile	26%						34%	34%	53%
Math Achievement	55%	31%	50%				56%	74%	63%
Math Learning Gains	47%						52%	52%	62%
Math Lowest 25th Percentile	31%						33%	33%	51%
Science Achievement	36%	60%	59%				52%	52%	53%

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
04	2022					
	2019	46%	46%	0%	58%	-12%
Cohort Comparison						
05	2022					
	2019	42%	42%	0%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	55%	55%	0%	64%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
05	2022					
	2019	52%	52%	0%	60%	-8%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	49%	0%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	35	14	45	44	31	32				
BLK	20	29	25	30	33	28	13				
HSP	38	40		48	50		40				
MUL	42	43		32	40	38	32				
WHT	54	47	24	60	50	31	40				
FRL	40	40	27	44	41	31	26				
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	41	37	27	54	47	44	43				
BLK	31	31	28	36	21	21	18				
HSP	43			71							
MUL	50	38		40	46		64				
WHT	56	46	25	67	53	42	51				
FRL	45	40	31	52	44	35	40				
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	37	49	36	52	53	35	48				
BLK	27	33	26	27	37	40	33				
HSP	56	56		67	50						
MUL	60	38		60	48		75				
WHT	48	48	36	60	54	32	54				
FRL	37	39	33	45	45	32	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The 4th and 5th grade ELA data scores are both below the state average for 2022. There have been many efforts to provide intervention services, professional development and strategic placement of students to help increase our achievement scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

4th and 5th grade ELA scores have the greatest need for improvement.

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

The ELA scores are below the state average for 4th and 5th grade. New actions to be taken for improvement - Fully implementing new SAVVAS curriculum, focus on small group guided reading in ELA classrooms, Phonics for Reading intervention during small group time, Sanford Harmony Social Emotional Curriculum to be taught daily in classrooms.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

4th grade ELA had the most growth from the year prior.

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

One contributing factor for the improvement of 4th grade scores was professional development on the standards, and reteaching skills not mastered. Teachers attended weekly team meetings where professional development and curriculum planning occurred. Teachers were really able to focus on the standards and teach to these skills specifically.

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

Teachers will need continued professional development on the new BEST standards. Teachers will need professional development on how to improve Tier 1 instruction. This will happen by coaching, professional development trainings and book studies.

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.

Professional Development opportunities - SAVVAS Professional development (ELA Curriculum), i-Ready PD(ELA and Math online program), CHAMPS/Foundations of a Successful Classroom training (classroom management), Weekly lesson planning meetings(ELA and Math), Sanford Harmony training (Social emotional lessons), and BEST Standards PD.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be addressed by administration. They will conduct weekly walk-throughs with learning targets. Administration will also facilitate data chats three times a year to ensure growth. Quarterly lesson plan checks will be done by administration as well. Support from mentor teachers for beginning teachers will take place, and lesson planning meetings to ensure standards are being taught with fidelity.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's African American students currently have a federal index below 41%.

**Measurable
Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Keller's African American students will achieve an overall federal index at or above 41%.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Students will fill out and turn in a weekly monitoring card. This will be monitored by checking the progress and data collection used by the students and mentors.

Person responsible for monitoring outcome:

Kelly Horne (kelly.horne@bakerk12.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Check in Check out supported by PBIS.
2. The MTSS leadership team will meet monthly to discuss the progress of the students.
3. Data chats will be held with ELA teachers to determine if interventions are needed.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Many of our African American students who score below proficiency on the state assessment or below the 25th percentile on the STAR assessment, also show evidence of discipline issues related to their social/emotional interactions with peers and adults. Assigning a mentor to "check in" with these students on a daily basis regarding their behavioral progress will have a positive impact on students' academic success in the classroom and eventually on the state assessment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the targeted group of students (Level 1 on FAST ELA or Below 25th Percentile on STAR ELA with two or more discipline referrals)

2. Create daily progress reports that are individualized to each student's need
3. Determine and train available mentors regarding the Check In/Check Out process
4. Pair each identified student with the most compatible mentor.
5. Monitor Check In progress by analyzing the data collection forms used by the students and mentors
6. Analyze classroom performance/grades to determine effectiveness or need for change

Person

Responsible

Whitney Hall (whitney.hall@bakerk12.org)

1. Identify individual student needs by analyzing FAST, STAR, and iReady assessments.
2. Schedule students to begin intervention services for 4 days a week for 30 minutes.
3. Ensure student attendance in intervention.
4. MTSS leadership team will meet monthly to address student needs.

Person

Responsible

Kelly Horne (kelly.horne@bakerk12.org)

#2. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's Economically Disadvantaged students' overall federal index is below 41%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Keller's Economically Disadvantaged students' overall federal index will be at or above 41%.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will be made aware of specific students that are economically disadvantaged to ensure their needs are met. This will begin with ensuring student's physical needs have been met by providing food, personal care items, clothing, and shoes. Next, to ensure physical needs are met we will make sure they have a planner, supplies and a backpack. Teachers will report this information to the front office and the school nurse.

After ensuring their physical needs are met, we will ensure they are receiving academic intervention they need. This will be monitored by targeting students below grade level on the FAST APM, STAR and i-Ready diagnostic assessments. Students will participate in Title 1, and/or classroom interventions. This data will be analyzed during teacher Data Chats and MTSS meetings.

Person responsible for monitoring outcome:

Whitney Hall (whitney.hall@bakerk12.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Maslow's Hierarchy of Needs- Physical needs are met.
2. Title 1 Leveled Literacy Intervention for students below grade level (Students will visit Title 1 teacher led intervention 30 minutes per day, 4x a week).
3. Interventionist push in using Phonics for Reading for students below grade level (Students will receive intervention 30 minutes per day 4x a week).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who are identified as Economically Disadvantaged scored low on the Florida Standards Assessment. In order to make sure these specific students are proficient this year, we have put action steps into place.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify student needs by identifying specific students, teacher feedback, FSA scores, STAR and i-Ready Assessments.
2. Review student data and schedule intervention services.
3. Ensure student progress in MTSS meetings and Data Chats.

Person Responsible Whitney Hall (whitney.hall@bakerk12.org)

#3. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's multi-racial students currently have an overall federal index below 41%.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

Keller's multi-racial students will achieve an overall federal index at or above 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will fill out and turn in a weekly monitoring card. This will be monitored by checking the progress and data collection used by the students and mentors.

Person responsible for monitoring outcome:

Whitney Hall (whitney.hall@bakerk12.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Check in Check out supported by PBIS.
2. The MTSS leadership team will meet monthly to discuss the progress of the students.
3. Data chats will be held with ELA teachers to determine if interventions are needed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Many of our multi-racial students who score below proficiency on the state assessment or below the 25th percentile on the STAR assessment, also show evidence of discipline issues related to their social/emotional interactions with peers and adults. Assigning a mentor to "check in" with these students on a daily basis regarding their behavioral progress will have a positive impact on students' academic success in the classroom and eventually on the state assessment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the targeted group of students (Level 1 on FAST ELA or Below 25th Percentile on STAR ELA with two or more discipline referrals)

2. Create daily progress reports that are individualized to each student's need
3. Determine and train available mentors regarding the Check In/Check Out process
4. Pair each identified student with the most compatible mentor.
5. Monitor Check In progress by analyzing the data collection forms used by the students and mentors
6. Analyze classroom performance/grades to determine effectiveness or need for change

Person Responsible Whitney Hall (whitney.hall@bakerk12.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description
and
Rationale:
Include a
rationale that
explains how
it was
identified as a
critical need
from the data
reviewed.

Keller's Students with Disabilities subgroup currently has a federal index below 41%.

Measurable
Outcome:
State the
specific
measurable
outcome the
school plans
to achieve.
This should
be a data
based,
objective
outcome.

Keller's Students with Disabilities subgroup will achieve a federal index at or above 41% this school year.

Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.

Data chats with teachers, progress reports completed by support facilitators, MTSS monthly team meetings, IEP meetings

Person
responsible
for
monitoring
outcome:

Kelly Horne (kelly.horne@bakerk12.org)

Evidence-
based
Strategy:
Describe the
evidence-
based
strategy
being
implemented
for this Area
of Focus.

Support facilitator and Title 1 pull out interventions will be implemented this school year.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In the past, ESE students have received support in the general education classroom from the support facilitators to help them achieve their IEP goals. Due to COVID, students have not been pulled out into small groups due to contamination. Support Facilitators plan to change this support this year. Support facilitators will meet with students in small groups who have similar learning goals. Students will also be included in small group support using Leveled Literacy Intervention in the Title 1 classroom to achieve meeting their IEP goals and areas they are low academically in. This additional support will help students with meeting IEP goals and obtaining a proficient score on the FAST assessment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students with similar IEP goals and plan 30 minute daily small group time.
2. Schedule data chats with teachers
3. Identify students that would benefit from Leveled Literacy Intervention and schedule their Title 1 intervention.
4. Monitor student growth using FAST, STAR Reading and i-Ready data.
5. Support Facilitators will monitor students growth and complete progress reports for each student.

Person

Responsible

Carylon Padgett (carylon.padgett@bakerk12.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Percentage of students scoring below Level 3 on the FSA ELA:

4th grade - 50%

5th grade - 54%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

60% of 4th and 5th grade students will obtain a proficient score on the Spring FAST assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

FAST progress monitoring assessments 3x per year, STAR reading 3x per year, i-Ready diagnostics 2x per year, data chats with ELA teachers 3x per year, Monthly MTSS Leadership Team meetings

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Horne, Kelly, kelly.horne@bakerk12.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Title 1 Leveled Literacy Intervention - Strong

Phonics For Reading daily intervention - Strong

SAVVAS Guided Reading - Strong

All programs align with the district's K-12 Reading Plan and align to the BEST ELA Standards

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

SAVVAS was chosen and adopted by K-5 elementary school teachers as the reading curriculum. Within this curriculum are guided reading books and small group lessons.

Phonics for Reading intervention was chosen to go along with the i-Ready program that has been used at Keller for over 6 years. This intervention is scripted and easily implemented daily using paraprofessional interventionists.

Leveled Literacy Intervention is used in the Title 1 program. This is a 30 minute daily intervention for identified students. The data supports that this intervention is supporting student growth and achievement,

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Area of Focus 1: Increase ELA Scores for 4th and 5th Grade (Economically Disadvantaged, ESE, Multiracial, African American</p> <p>Literacy Leadership- This will begin over the summer with team leads creating curriculum maps with the BEST standards. Teams will meet each week for common lesson planning.</p> <p>Literacy Coaching- The Administrative team and the district met with the RAISE coordinator to discuss supports needed. Professional Development with the BEST Standards is where the team will start.</p> <p>The Assessment- FAST APM will be monitored each time it is taken by students. Teachers will attend Data Chats with the team to better understand the data and next steps.</p> <p>Professional Learning- Teachers will participate in professional learning on the BEST standards to better understand the learning gaps from each grade level and what specifically needs to be taught. Teachers will also participate in a Sanford Harmony Professional Development, CHAMPs Training and the MTSS process.</p>	<p>Hall, Whitney, whitney.hall@bakerk12.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Keller Intermediate School is committed to building strong partnerships among home, school, and community. When parents/caretakers and schools act as partners in supporting and celebrating the achievements of students, everyone benefits. Keller Intermediate School extends an invitation to all parents to attend the first Title I School Advisory Council Meeting held in September and each quarter thereafter. We also have several family involvement activities throughout the year such as: open house, family reading night, Title I parent night, FSA parent night, parent conferences, grandparents breakfast, Winter Wonderland gift shop, quarterly Super Kids program, vocabulary parade, Summer Splash, school dances, Trunk or Treat, as well as an open invitation for parents to visit our school at anytime that they are interested or have a specific need. Keller also

provides a monthly newsletter that includes a Home-School Connection insert and has a website and Facebook page that is updated regularly with important information for families and how they can be involved at our school.

Community businesses donated door prizes in August for our "Welcome Back To School" faculty meeting for teachers and staff. Each staff member received a door prize.

Colleges in our area work with our district office to set up college interns seeking an elementary education degree. We currently have five college students in our classrooms competing their pre-internships.

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

Keller has a full-time School Counselor that is available during the school day for any student who is in need of someone to talk to. We have also incorporated the Sanford Harmony Curriculum into every classroom. This curriculum provides opportunities for students to develop positive relationships with one another and create a classroom environment that is safe and enjoyable.

Individual mental health counseling is provided by a licensed mental health therapist for students who qualify through the MTSS process. These counselors also facilitate three different social groups, three times a month for students who need more intensive instruction in appropriate social behaviors. The district also supports the social-emotional needs of students by providing a District Positive Behavioral Support Coach, School Psychologists, Behavioral Analyst, and an ESE/Student Services Staffing Specialist.

Keller Intermediate School has a full-time nurse covering the school clinic. The nurse is very sensitive to our students' needs and works collaboratively with school administration, guidance, and parents to assist in proper services for the students.

Keller also provides an on-site orientation for all incoming 4th graders and there is also an onsite orientation at the Middle School for all incoming 6th graders. School Counselors and administrators communicate between all schools. Third grade teachers provide individual information for each student using a school created Google form. This form requires assessment data, behavior information, school services, parent involvement, and attendance data to assist with appropriate placement within a fourth grade classroom.