

Polk County Public Schools

Jesse Keen Elementary School



2015-16 School Improvement Plan

Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

<http://schools.polk-fl.net/jessekeenelementary>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Jesse Keen Elementary, we will be respectful, responsible, and productive citizens in order to become the best readers, writers, scientists, mathematicians, and artists we can be.

Provide the school's vision statement

The welfare of our students is the most important factor in our school. student proficiency and academic rigor are the hallmarks of everything that we do.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Jesse Keen Elementary school learns about students' cultures through both our ESOL program and our positive behavior support program. Over 50% of our school population comes from Hispanic families. Jesse Keen Elementary seeks to understand and support the families of our students through our school outreach program, coordinated by our Parent Resource Center. Our positive behavior support process focuses on teachers establishing positive relationships with students. Teachers are required to meet with the parents of students who are need of academic support and guidance. This process requires the development of a success plan which is between both the teacher, parents and students. This plan is monitored and parties meet throughout the year to determine successful outcomes.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Jesse Keen Elementary implements several programs designed to foster an environment of safety and security of our students. Our school implements an anti-bullying support group consisting of students coordinated by both our school psychologist and guidance counselor. Also, students are able to report incidents that occur after school to the resource officer assigned to our school. Our school is secure through the means of adequate fencing around the perimeter of the school and visitors must access the campus through the main office, which is secure through an electronic door. The school also implements a school-wide positive behavior support plan, K-5. Character Education is taught via the concepts of the keys for character daily before formal instruction begins for the day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Jesse Keen Elementary implements a school-wide behavior support plan based upon the concepts of positive behavior support processes aligned to the C.H.A.M.P.S. model. Teachers receive trainings and the beginning of the year and receive follow up trainings in January. In this model, students earn points for positive behavior examples and their points awarded are indicated on a class behavior template as a means of monitoring with fidelity. Our school has a person on staff to ensure the program is implemented with fidelity. Finally, a positive behavior committee composed of teachers,

paraprofessionals and administration, review behavioral data and make recommendations to the school community.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Jesse Keen Elementary uses the support methods of our school psychologist, guidance counselor and has secured the services of a district parent-student involvement liaison. All of these persons work in concert with each other, to help all students with problems specific to school, home, or mentoring. Our parent involvement para has a case load of 15 families that she targets and monitors for academic, social and psychological services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The goal of Jesse Keen Elementary is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. Our EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports sent from our school district to our school principal. The data is shared with our teachers, school counselors, and the parents of identified students who are off track and need more intensive supports.

Our system monitors our students who are falling behind on academic knowledge and skills so that we can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep our students on track for graduation.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	17	17	21	15	12	110
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	90	55	78	223
Overage 2 or more years for the grade	0	2	1	12	5	4	24

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	4	1	1	7

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following intervention strategies are employed by our school to assist in the improvement of the academic performance of students identified by the early warning system.

- * 1-hr extra daily Reading Instruction.
- * 60 minutes of Tier 2 differentiated instruction based upon student specific skill deficiencies.
- * Small group instruction for 3rd Grade students conducted by our Title 1 Reading Interventionist
- * Collaborative Planning (Weekly) by teachers in all content areas.
- * Retired Teachers Assisting Students with Reading Interventions during Tier 2 and the 1-hr extra Reading Time (Push-In Model).
- * School Messenger Notification System informing parents of student absences from school.
- * School Attendance Social Worker monitoring chronic absentee students and conducting parent conferences based upon levels of the attendance contracts. Assistance and accountability measures are included in these conferences.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196004>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the school Parent Involvement Program, Jesse Keen Elementary seeks to secure and sustain partnerships with the local community. The following community partnerships and identified resources are on-going at our school:

- * CSX Industries - Christmas gifts for identified low-income children
- * Rack Room Shoes - Athletic shoe donations to our school clinic
- * Westgate Community Development Association - School benches and grounds equipment
- * Law Firm of Holland & Knight - Clothing for needy students during the Christmas Holiday Season
- * Agape Food Bank - Non-Perishable meals provided for identified students each weekend (75 meals)
- * Retired Educators of Jesse Keen Elementary - Adult volunteer hours donated to work with low-performing students in both Reading and Mathematics.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Griffin, Joe	Principal
Vann, Ingrid	Assistant Principal
Casper, Michelle	Instructional Coach
Taveras, Marlene	Instructional Coach
Jones, Tracy	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

1. Joseph A. Griffin, Jr. - Principal - Administrator. Mr. Griffin serves as the principal of the school. He is responsible for the overall instructional program at Jesse Keen Elementary. During his first year at Jesse Keen, he established the school-based leadership team and assigned various roles to each member of the team. Mr. Griffin is directly responsible for evaluating 2nd - 5th grade instructional staff.
2. Ingrid Vann - Assistant Principal - Administrator. Mrs. Vann serves as the assistant principal of the school. Mrs. Vann's role consists of coordinating the assessment program for all K-5 students. She is responsible for overseeing the school-wide ESOL program, Extended Learning, Exceptional Student Education (ESE), and is responsible for evaluating Kindergarten, First, Specials and ESE teachers. Mrs. Vann chairs the assessment committee and assigns roles to members of the assessment team regarding state-wide assessments.
3. Marcyne Barrios - Guidance Counselor - MTSS - Academic and Behavior Support. Mrs. Chehaib serves as the school guidance counselor. She is responsible for overseeing guidance services, student support services for students who are in need of both academic and behavioral support, and she is responsible for the school charitable program. Mrs. Barrios chairs our school outreach team and supports the efforts of the members of the team.
4. Marlene Taveras - Title 1 Reading Coach - Mrs. Taveras serves as the Reading Coach for Jesse Keen Elementary. Her role is to coordinate and lend support to teachers needing assistance in the area of Reading. She is also responsible for assisting the assistant principal in the implementation of the state progress monitoring process (FAIR). Mrs. Taveras facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Reading.
5. Geoff Freebern - School Psychologist - Student Evaluator - Mr. Freebern serves as our school Psychologist, assigned by our school district. He serves on both the school's Problem-Solving Leadership Team (PSLT) and assists in the Problem-Solving team meetings with teachers. He assists teachers in ensuring fidelity regarding the completion of the Multi-Tiered Student Support (MTSS) process.
6. Michelle Casper - Title 1 Math Coach - Mrs. Casper serves as the Math Coach for Jesse Keen Elementary. Her role is to coordinate and lend support to teachers needing assistance in the area of Mathematics. She is also assists the assistant principal in the implementation of the school progress monitoring process. Mrs. Casper facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Mathematics. She also serves of both the PSLT team and participates in teacher conferences as part of the MTSS process.
7. Tracy Jones - Title 1 Interventionist - Mrs. Jones is responsible for both the management of the school's Title 1 program and works with small groups of students in Reading. Her time is devoted to 70% in serving struggling students in grades 3rd through 5th and 30% in the management of the Title 1 program. Mrs. Jones assists in areas such as the assessment team and oversees the parent involvement program for Title 1.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- * Review school-wide, grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done bi-weekly if new data is available.
- * Help referring teachers design feasible strategies and interventions from struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- * Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- * Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- * Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Title I, Part A, funds school-wide services to Jesse Keen Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school tutoring, supplemental instructional materials, instructional coaches, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled at Jesse Keen will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Jesse Keen are used to pay teachers and purchase materials for professional development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Jesse Keen provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

The school is not a location for a summer feeding program for the community.

Housing Programs

NA

Head Start

Jesse Keen will maintain its Head Start program which includes two classes of children for the 2013-2014 school year. Head Start children regularly engage in story time with the Media Specialist, and participate in other school-wide activities as appropriate. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are invited to be involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Boyd	Parent
Joseph A. Griffin, Jr.	Principal
Ingrid Vann	Education Support Employee
Shambria Sanders	Parent
Yadira Martinez	Parent
Tracy Jones	Teacher
Audith Poleon	Education Support Employee
Brittany Deliz	Teacher
Cora Rankins	Education Support Employee
James Barrios	Business/Community
James Harter	Parent
Tiffany Harter	Student
Mayvin Bartolon	Student
Yoviana de la Sandra	Student
Tsethzaida Gonzalez	Student
Maria Guevara	Student
Laura Reza	Student
Carry Rodriquez	Student
Patricia Ruiz	Student
Mirtha Serna	Student
Maria Tomas	Student
Carrie Wagner	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee met at its initial meeting to review the 2015-2016 SIP plan to determine areas of the SIP that were met and areas that need improvement according to data taken from the State of Florida School Accountability Report. Discussions were held to inform the committee on barriers and available resources in accordance to the 2014-2015 plan. Suggestions from members were taken for the purpose of the development of the 2015-2016 plan.

Development of this school improvement plan

The SAC chair served as a member of the school improvement planning committee. The chair attended both the district SIP orientation meetings and the state Differentiated Accountability training. The planning committee met periodically with the task of developing the SIP using the 8-step problem-solving model. The SAC chair was involved in this process. The final draft of the SIP was presented to the SAC for approval prior to submission to the district.

Preparation of the school's annual budget and plan

The SAC committee reviewed both the annual school budget and the 2015-2016 school SIP plan. Input from the committee was given and the plan was adjusted according to feedback given from the committee. The plan along with the adjusted budget was reviewed as part of the initial meeting of the 2015-2016 SAC committee.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Purchase of personnel for Extended Learning Programs - \$1,000.00
 Purchase of supplies and resources for Parent Involvement Programs to address At-Risk subgroups - \$2,500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jones, Tracy	Other
Taveras, Marlene	Instructional Coach
Hughes, Jennifer	Teacher, ESE
Vann, Ingrid	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

1. Assist in guiding the implementation of Common Core standards based instruction.
2. Conduct regular classroom modeling, observations followed by reflection meetings with teachers each week.
3. Provide professional development with structured follow-up on Effective Instructional Strategies.
4. Evaluate data throughout the year and assist teachers in providing appropriate interventions for students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Jesse Keen Elementary teachers conduct collaborative planning based upon the following manner:

* Grade level teachers plan units and meet in grade level teams with coaches weekly. Mathematics is done each Tuesday and Reading is done on Thursdays. The team must complete a Standards-based Instructional template outlining items such as standards, "I Can Statements", key vocabulary, formative assessments, small group instruction, etc. Each team member is required to lend input towards the development of the plans for each content area.

* The role of the coaches is to help steer the grade level team towards alignment of the instruction to the standards. Administrators are present designed to assist the team with information on resources and to become aware of the upcoming units and standards taught by the grade levels.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school recruits highly qualified staff through both job fairs and the use of our District's RHS on-line recruitment process. The school principal serves as a school district recruiter and attends job fairs throughout the country, looking for highly qualified applicants for both the school and other schools in the district. Teachers new to the school are paired with other tenured teachers to the school. The school encourages both professional and social learning opportunities for all staff designed to promote positive morale and growth.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentor(s) & mentee meet periodically in order to complete the following:

* Required effective focused instructional strategies

(Gradual Release Model, Student Engagement & Summary Point Writing)

* First Year Teacher Program

(Classroom Management, Organization, Professional Development & Teacher Evaluation Process).

* Assist New Teachers assigned to the school with specific needs. (i.e. - Curriculum concerns, supplies issues, etc.).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Jesse Keen Elementary ensures that its core instructional programs and materials are aligned to the Florida standards in the following manner:

- * Teachers are required to plan units via a standards-based instructional model.
 - * Teachers are required to use the district's learning maps to plan instruction. The learning maps are aligned to the Florida Standards.
 - * The Core Reading, Math and Science materials are aligned and adopted as part of the core curriculum.
- Jesse Keen Elementary uses Reading Wonders as the Reading Basal, Go Math as the Math Basal and the State of Florida's CPALMS site for supplemental curriculum for Reading, Math and Science.
- * Administrators conduct regular lesson plan checks to ensure fidelity of plans and resources used at our school.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Jesse Keen Elementary uses data to provide and differentiate instruction to meet the diverse needs of its students via the following:

- * Teachers were engaged in a day-long training session designed to inform teachers on how to disaggregate student data, set goals for school, classroom and individual students.
- * Teachers conduct data chats with students to monitor progress in meeting individual target goals.
- * All teachers provide differentiated instruction in both reading and mathematics. Students are provided small group instruction and the instruction is differentiated based upon student deficiency.
- * Jesse Keen Elementary uses the following supplemental programs: (1) Tier 2 Interventions - Reading Wonders; (2) Tier 3 Interventions - Reading Wonderworks - Reading Wonders; (3) Reflex Math - Math Fluency; (4) Edu Smart - Science; (5) Leveled Literacy Interventions - Reading - Grades K-2.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,800

The school incorporates 2 after school tutoring programs for students identified as ESOL and targeted Level 2 reading students in grades 3-5. Both programs occur during the month of October and run for 16 weeks prior to state testing. Both programs occur after school 2 days per week, for 75 minutes per day. Students receive interventions that are specific to their individual deficiencies. Both programs incorporate direct instruction between teacher and student. The fidelity of the programs is done by the school's Assistant Principal along with the school's Reading coach.

Strategy Rationale

This strategy is designed to give students additional practice on skills that they lack in order to ensure success on the state assessment in 2015.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vann, Ingrid, ingrid.vann@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data is collected during the tutoring window and discussed with members of the school Leadership Team via Weekly Leadership Team meetings. The results taken from progress monitoring assessments are compared to both the district on-going progress reports (FAIR) and school formative teacher assessments.

Strategy: Extended School Day

Minutes added to school year: 10,800

The school incorporates 1-hr of additional Reading instruction for students in grades K-5. The extra hour occurs daily, 180 days for the year, and is a part of the master schedule. Students receive interventions that are specific to their individual deficiencies and enrichment for students who are level 3 thru level 5. The school uses the Wonderworks program from the Reading Wonders series. Wonderworks incorporate direct instruction between teacher and student in a group session.. The fidelity of the programs is done by the school's Principal along with the school's Reading coach.

Strategy Rationale

The fidelity of the program is a state requirement based upon the results of the school grade from the previous year.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Griffin, Joe, joe.griffin@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data is collected during the tutoring window and discussed with members of the school Leadership Team via Weekly Leadership Team meetings. The results taken from progress monitoring assessments are compared to both the district on-going progress reports (FAIR) and school formative teacher assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Florida requires that communities collaborate to prepare children and families for children's success in school. Jesse Keen Elementary supports the transition from preschool to elementary school in many ways. Our school has 2 Head Start units each staffed with 1 Head Start Teacher and 1 CDAT paraprofessional; 2 ESE Pre-Kindergarten units staffed with certified teachers and highly qualified paraprofessionals. Our Head Start classes are part of the Polk Pre-K School Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families. Child Find is available to assist families of preschoolers with low readiness rates. The following three government-supplemented programs emphasizing school readiness are available in our area: Head Start, School Readiness Program, Florida Voluntary Pre-K Program and Youth and Family Alternatives, Inc. Our Kindergarten staff works closely with the pre-kindergarten and area preschool providers to insure a smooth transition-to-school. Our pre-kindergarten classes and area preschools are invited to tour our school and kindergarten classrooms. Kindergarten teachers as well as office staff collaborate to offer a

"Kindergarten Round Up" conducted in the spring of every school year to introduce the incoming kindergartners and parents to Jesse Keen Elementary. Newsletters, flyers and other important information are sent home to our Pre-K students and families announcing happenings and expectations for school. Pre-K parents have the opportunity to visit the school and receive handouts dealing with kindergarten expectations. Kindergarten students are assessed using the FLKRS process throughout the school year. This data is used to indicate the students' development and readiness for school as well as monitoring progress. 95% of students screened using SRUSS and in 2012 at Jesse Keen Elementary were within the range of what is expected for children of this age level. Our school allocates funds from our Title 1 budget to implement activities to help with the transition from Pre-K to Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/Language Arts and Mathematics.
- G2.** Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas.
- G3.** Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/Language Arts and Mathematics. 1a

G073844

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	45.0

Resources Available to Support the Goal 2

- SRA Reading Mastery
- Reading Wonders Resources
- Achieve 3000
- Leveled Literacy Intervention
- Title 1 Interventionist
- ESE/ESOL Staff
- STAR assessments
- Fiction Focus library
- Instructional coaches
- FCRR resources
- Math literacy resources
- Math planning curriculum resources
- Math technology/manipulative resources

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of differentiation
- Lack of appropriate materials
- Classroom management issues

Plan to Monitor Progress Toward G1. 8

FAIR, Module Assessment data will be collected and analyzed to determine progress towards the effectiveness of differentiated small group instruction in Language Arts and Math.

Person Responsible

Joe Griffin

Schedule

Quarterly, from 12/14/2015 to 5/3/2016

Evidence of Completion

FAIR reports, Module assessment results on the IBTP platform

G2. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas.

1a

G073845

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0
ELA Achievement District Assessment	50.0
Science Achievement District Assessment	50.0

Resources Available to Support the Goal 2

- Instructional Coaches
- One Drive to store data
- Assessment spreadsheets for progress monitoring
- Professional Development & libraries
- Data Meetings
- Technology coaches
- District assessment platforms
- Administrative support
-

Targeted Barriers to Achieving the Goal 3

- Inconsistent Data Collection.
- Unaware of specific data to be collected.
- Teachers' lack of knowledge of how to analyze and use data.

G3. Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas. **1a**

G073846

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	44.0
FSA English Language Arts - Achievement	45.0
FCAT 2.0 Science Proficiency	44.0
ELA/Reading Gains	65.0
Math Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	58.0
CELLA Writing Proficiency	62.0

Resources Available to Support the Goal **2**

- Academic Coaches (Reading, Math & Science)
- Collaborative Planning Times
- Increased Title 1 Funds
- Jesse Keen PD Academy
- Test Item Specifications
- District Support Coaches
- PD360
- CPALMS
- School Lesson Planning Format
- State Intervention
- Technology - Smart Technology, Computers
- Reading Wonders
- Go Math Text Series
- Extended Learning Program
- Technology Platforms (EduSmart, Reflex Math, Gizmos)
- 3 Computer Labs
- 1-hr Extra Reading - K-5
- Title 1 Interventionist
- Voyager for ELP
- Scholastic Chapter Book Readers
- Wonderworks for "Power Hour"
- Rosetta Stone
- Progress Monitoring Process

- Interventions in Reading Wonders
- Title 1 Parent Involvement Room
- ESOL Tutors
- ESE Support Staff (LEA, self-contained & Inclusion Teachers)
- Guidance Support Program (Guidance Counselor & School Psychologist)

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of the Florida Standards
- Lack of focused and structured collaborative planning process

Plan to Monitor Progress Toward G3. 8

The leadership team will collect progress monitoring data to determine the school progress toward our school goal and targets.

Person Responsible

Joe Griffin

Schedule

Biweekly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IBTP Tests, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats. Data spreadsheets will also be compiled and discussed during leadership team meetings.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/ Language Arts and Mathematics. **1**

 G073844

G1.B1 Lack of knowledge of differentiation **2**

 B192872

G1.B1.S1 Teachers will participate in professional development and apply these strategies in planning small group differentiated instruction. **4**

 S204363

Strategy Rationale

Evidence exists that small group instruction addresses the individual needs of our students.

Action Step 1 **5**

Professional Development on Differentiated Small Group Instruction

Person Responsible

Marlene Taveras

Schedule

On 11/14/2015

Evidence of Completion

Teacher Sign-in Sheets, Copies of Training Power points

Action Step 2 5

Administration and Coaches will conduct walk thru observations to monitor small group instruction in classrooms

Person Responsible

Joe Griffin

Schedule

Weekly, from 11/16/2015 to 6/3/2016

Evidence of Completion

Administrator/Coaches feedback forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will observe teachers planning and delivering differentiated small group instruction.

Person Responsible

Joe Griffin

Schedule

Weekly, from 11/16/2015 to 6/3/2016

Evidence of Completion

Teacher sign-in sheets, planning agenda, teacher observation feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student small group data will be collected and examined to determine the effectiveness of strategies implemented from small group professional development.

Person Responsible

Joe Griffin

Schedule

Monthly, from 12/1/2015 to 5/3/2016

Evidence of Completion

Data chats conversation minutes and analysis.

G1.B1.S2 Teachers will participate in coaching cycles as needed. 4

S204364

Strategy Rationale

Coaching cycles will address individual teacher learning styles.

Action Step 1 5

Academic Coaches will conduct coaching cycles with teachers who demonstrate difficulty with small group instruction.

Person Responsible

Ingrid Vann

Schedule

Monthly, from 11/16/2015 to 6/3/2016

Evidence of Completion

Coaching cycle forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will monitor academic coaches conducting coaching cycles of teachers who plan small group lessons.

Person Responsible

Ingrid Vann

Schedule

Monthly, from 11/16/2015 to 5/3/2016

Evidence of Completion

Completed coaching cycle forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will review feedback portions contained in coaching cycle forms to determine the effectiveness of coaching cycles of small group instruction.

Person Responsible

Ingrid Vann

Schedule

Monthly, from 12/1/2015 to 5/3/2016

Evidence of Completion

Coaching cycle conference feedback minutes with academic coaches

G1.B1.S3 Teachers will develop academic center activities that are both differentiated and structured for small group instruction 4

 S204365

Strategy Rationale

This process will promote consistency and fidelity of implementation.

Action Step 1 5

Teachers will meet to plan academic center activities based upon student classroom assessment data

Person Responsible

Michelle Casper

Schedule

Weekly, from 11/16/2015 to 6/3/2016

Evidence of Completion

Guided reading plans; math center small group plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Academic coaches will monitor the planning process of teachers developing both quality and effective academic centers.

Person Responsible

Michelle Casper

Schedule

Biweekly, from 12/8/2015 to 4/22/2016

Evidence of Completion

Observation planing notes of academic coaches, Leadership team meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration will observe small group instruction to measure both the fidelity and effectiveness of academic centers in Tier 2 instruction in Language Arts and Math.

Person Responsible

Joe Griffin

Schedule

Monthly, from 12/8/2015 to 5/3/2016

Evidence of Completion

Administration observation notes, Leadership team meeting minutes

G1.B2 Lack of appropriate materials **2**

 B192873

G1.B2.S1 Teachers will utilize district and state provided resources for small group instruction. **4**

 S204366

Strategy Rationale

These resources provide research based practices and interventions.

Action Step 1 **5**

Professional development will be given to teachers on Tier 2 resources for small group instruction

Person Responsible

Marlene Taveras

Schedule

On 11/17/2015

Evidence of Completion

Teacher sign in sheets; presentation power point

Action Step 2 **5**

Professional development will be given to teachers on Tier 3 resources for power hour

Person Responsible

Marlene Taveras

Schedule

On 10/14/2015

Evidence of Completion

Teacher sign-in sheets; presentation power points

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators and coaches will conduct observations to ensure teachers are using district resources for small group instruction.

Person Responsible

Ingrid Vann

Schedule

Biweekly, from 12/8/2015 to 5/3/2016

Evidence of Completion

Administration feedback forms to teachers, Administration observation notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators and coaches will survey teachers and review student data to determine effectiveness of district resources utilized in small group instruction

Person Responsible

Schedule

Monthly, from 1/12/2016 to 5/3/2016

Evidence of Completion

Teacher feedback from survey monkey, resource program student assessment data

G1.B4 Classroom management issues 2

B192875

G1.B4.S1 Teachers will develop students accountability processes for small group instruction. 4

S204367

Strategy Rationale

This will allow teachers to focus on teacher-led activities while other groups are involved in small group centers.

Action Step 1 5

Teachers will construct academic centers in Math and Language Arts that contain consistent labeling and directions for students across grade levels. Teachers will hold students accountable for following directions in centers.

Person Responsible

Marlene Taveras

Schedule

Weekly, from 11/16/2015 to 6/3/2016

Evidence of Completion

Teacher observations and feedback forms.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Academic coaches will observe classrooms to determine proper labeling and student management of academic centers in small group instruction.

Person Responsible

Schedule

Evidence of Completion

Pictures of small group centers with proper labeling, student interviews

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrators will observe classroom management during small group instruction for effectiveness.

Person Responsible

Joe Griffin

Schedule

Monthly, from 1/26/2016 to 5/3/2016

Evidence of Completion


Administrator observation notes

G2. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas.

1

 G073845

G2.B1 Inconsistent Data Collection. 2

 B192877

G2.B1.S1 Teachers will collect content area data and both submit to administration and coaches and post in grade level folders 4

 S204368

Strategy Rationale

This allows teachers to post academic data on a consistent basis.

Action Step 1 5

Teachers will utilize grade level spreadsheets to collect formative assessment data and post in one drive and email to both administration and coaches.

Person Responsible

Joe Griffin

Schedule

Monthly, from 9/9/2015 to 6/3/2016

Evidence of Completion

Teacher spreadsheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

G2.B1.S2 Professional development and support will be provided to teachers on the rational and process of classroom data. 4

 S204369

Strategy Rationale

This will assist in the teacher's understanding on how data is used to drive instruction.

Action Step 1 5

Teachers will participate in professional development activities on how to disaggregate various student data elements

Person Responsible

Joe Griffin

Schedule

On 9/28/2015

Evidence of Completion

Teacher sign-in sheets, data handouts, examples of different types of classroom data.

G2.B2 Unaware of specific data to be collected. 2

 B192878

G2.B2.S1 Teachers will understand how to use formative assessments in the instructional process. 4

 S204370

Strategy Rationale

Formative instruction is an important step in determining where students are in the instructional process.

Action Step 1 5

Teachers, administrators and coaches will conduct monthly data conversations centered around the purpose of formative assessments

Person Responsible

Joe Griffin


Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Teacher sign-in sheets; classroom data sheets

G2.B2.S2 Teachers will collect formative assessment data and use in the instructional process. 4

 S204371

Strategy Rationale

This is a necessary step in measuring where students are.

Action Step 1 5

Teachers will collect formative assessment data for Math and Language Arts and use in instruction

Person Responsible

Joe Griffin


Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Teacher spreadsheets

G2.B3 Teachers' lack of knowledge of how to analyze and use data. 2

 B192879

G2.B3.S1 Teachers will be trained on how to analyze and use data in instruction 4

 S204372

Strategy Rationale

Data driven instruction is necessary for student success.

Action Step 1 5

Coaches will work with teachers on how to use data to drive instruction during data chats

Person Responsible

Michelle Casper

Schedule

Monthly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Teacher sign-in sheets

G2.B3.S2 Teachers will analyze and discuss classroom data in collaborative meetings. 4

 S204373

Strategy Rationale

Discussions will allow teachers to share accross grade level teams.

Action Step 1 5

Teachers will meet in collaborative teams to discuss grade level formative data results

Person Responsible

Ingrid Vann

Schedule

Biweekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Grade level log sheets

G3. Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

1

G073846

G3.B1 Teachers lack understanding of the Florida Standards 2

B192881

G3.B1.S1 Teachers will deconstruct Florida Standards with the support of school based coaches and administrators who received training by the district. 4

S204374

Strategy Rationale

In order to plan standards based lessons, teachers need to understand the depth and rigor of the Florida Standards.

Action Step 1 5

Teachers will meet in PLCs with administrators and coaches to deconstruct the Florida Standards and develop tasks that are aligned for both whole group and small group instruction.

Person Responsible

Michelle Casper

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Completed Standards-Based Instructional Tool (SBIT), Instructional Alignment Tool, Agendas, Collaborative Planning Weekly Sign-in Sheets

Action Step 2 5

Teachers will develop standards-based lessons at the level of complexity specific for the standard.

Person Responsible

Joe Griffin

Schedule

Weekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Lesson plans; teacher observations; administrative and coaching feedback forms

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Via coaches, administrators will collect SBIT (Reading) and Instructional-Alignment Tools (Math) completed by teachers.

Person Responsible

Joe Griffin

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Completed SBIT and IAT

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will use the SBIT and IAT to collaboratively plan lessons aligned to the standards.

Person Responsible

Ingrid Vann


Schedule

Weekly, from 10/20/2015 to 6/2/2016

Evidence of Completion

Lesson plans that meet the full intent of the standards as checked by administration.

G3.B2 Lack of focused and structured collaborative planning process 2

 B192882

G3.B2.S1 Structured collaborative planning will consist of deconstruction of standards and planning standards based lessons. 4

 S204375

Strategy Rationale

To build teachers' capacity in planning/developing standards-based lessons.

Action Step 1 5

Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct standards and develop standard based lessons.

Person Responsible

Joe Griffin

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Teacher sign-in sheets, SBIT, IAT and agendas.

Action Step 2 5

Teachers will meet to complete standards based lessons and tasks that are aligned.

Person Responsible

Marlene Taveras

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Administrators will observe and coaches will facilitate collaborative planning sessions and common standards based lesson.

Action Step 3 5

Teachers will hold students accountable for speaking and listening using randomized responses in collaborative structures.

Person Responsible

Marlene Taveras

Schedule

Weekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Teacher observations; coaching feedback forms.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrators attend the weekly collaborative planning meetings to support coaches and teachers.

Person Responsible

Joe Griffin

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Observations of planning meetings and completed Standards Based Instructional Tool (SBIT) and Instructional Alignment Tool (IAT) from planning.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administrators will conduct lesson plan checks to determine the effectiveness of collaborative planning

Person Responsible

Ingrid Vann

Schedule

Weekly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Lesson plans developed based on the Florida Standards.

G3.B2.S2 Teachers will deliver standards-based instruction as developed in the collaborative planning process. 4

 S204376

Strategy Rationale

If teachers deliver standards-based instruction, then student proficiency in all content areas should be evident..

Action Step 1 5

Teachers will require students to use academic vocabulary and accountable talk during all phases of the lesson.

Person Responsible

Joe Griffin

Schedule

Daily, from 10/20/2015 to 6/2/2016

Evidence of Completion

Classroom Observations; administrative and coaching feedback forms.

Action Step 2 5

Administrators and coaches will conduct classroom visits to collect data on effective classroom instruction, standards-based instruction and provide feedback through a teacher reflection process and coaching support.

Person Responsible

Joe Griffin

Schedule

Biweekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Administrative and coaching observation sheets; reflective conversations with teachers.

Action Step 3 5

Administration will tier teachers based on classroom walk-thru data and direct coaching support.

Person Responsible

Joe Griffin

Schedule

Weekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

List of tiered teachers, coaches' logs and weekly calendar indicating levels and areas of support, and CWT data.

Action Step 4 5

Coaches will provide leveled support to teachers based on CWT and administration request.

Person Responsible

Ingrid Vann

Schedule

Weekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Coaching cycle to include focused area and level of support documented in coaches' weekly calendar/log.

Action Step 5 5

Teachers will use the academic vocabulary that is specific to the lesson presented with fidelity.

Person Responsible

Joe Griffin

Schedule

Daily, from 10/20/2015 to 6/3/2016

Evidence of Completion

Classroom observations, administrative observation feedback forms.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators provide teachers with feedback and coaching support based on classroom visit data.

Person Responsible

Joe Griffin

Schedule

Weekly, from 10/20/2015 to 6/2/2016

Evidence of Completion

Administrators will provide a copy of the completed SBI Observation Tools and Dana Center forms to teachers for feedback. Coaches will keep a log of teacher support in a binder. Admiinistrators will enter classroom visit data into Journey.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Student progress monitoring data will be analyzed for the effectiveness of standards-based classroom instruction.

Person Responsible

Ingrid Vann

Schedule

Biweekly, from 11/15/2014 to 6/4/2015

Evidence of Completion

Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IBTP assessments, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development on Diifferentiated Small Group Instruction	Taveras, Marlene	11/14/2015	Teacher Sign-in Sheets, Copies of Training Power points	11/14/2015 one-time
G1.B1.S2.A1	Academic Coaches will conduct coaching cycles with teachers who demonstrate difficulty with small group instruction.	Vann, Ingrid	11/16/2015	Coaching cycle forms	6/3/2016 monthly
G1.B1.S3.A1	Teachers will meet to plan academic center activities based upon student classroom assessment data	Casper, Michelle	11/16/2015	Guided reading plans; math center small group plans	6/3/2016 weekly

Polk - 1241 - Jesse Keen Elementary School - 2015-16 SIP
Jesse Keen Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Professional development will be given to teachers on Tier 2 resources for small group instruction	Taveras, Marlene	11/17/2015	Teacher sign in sheets; presentation power point	11/17/2015 one-time
G1.B4.S1.A1	Teachers will construct academic centers in Math and Language Arts that contain consistent labeling and directions for students across grade levels. Teachers will hold students accountable for following directions in centers.	Taveras, Marlene	11/16/2015	Teacher observations and feedback forms.	6/3/2016 weekly
G2.B1.S1.A1	Teachers will utilize grade level spreadsheets to collect formative assessment data and post in one drive and email to both administration and coaches.	Griffin, Joe	9/9/2015	Teacher spreadsheets	6/3/2016 monthly
G2.B1.S2.A1	Teachers will participate in professional development activities on how to disaggregate various student data elements	Griffin, Joe	9/28/2015	Teacher sign-in sheets, data handouts, examples of different types of classroom data.	9/28/2015 one-time
G2.B2.S1.A1	Teachers, administrators and coaches will conduct monthly data conversations centered around the purpose of formative assessments	Griffin, Joe	9/8/2015	Teacher sign-in sheets; classroom data sheets	6/3/2016 monthly
G2.B2.S2.A1	Teachers will collect formative assessment data for Math and Language Arts and use in instruction	Griffin, Joe	9/8/2015	Teacher spreadsheets	6/3/2016 weekly
G2.B3.S1.A1	Coaches will work with teachers on how to use data to drive instruction during data chats	Casper, Michelle	10/20/2015	Teacher sign-in sheets	6/3/2016 monthly
G2.B3.S2.A1	Teachers will meet in collaborative teams to discuss grade level formative data results	Vann, Ingrid	10/20/2015	Grade level log sheets	6/3/2016 biweekly
G3.B1.S1.A1	Teachers will meet in PLCs with administrators and coaches to deconstruct the Florida Standards and develop tasks that are aligned for both whole group and small group instruction.	Casper, Michelle	9/1/2015	Completed Standards-Based Instructional Tool (SBIT), Instructional Alignment Tool, Agendas, Collaborative Planning Weekly Sign-in Sheets	6/2/2016 weekly
G3.B2.S1.A1	Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct standards and develop standard based lessons.	Griffin, Joe	9/1/2015	Teacher sign-in sheets, SBIT, IAT and agendas.	6/2/2016 weekly
G3.B2.S2.A1	Teachers will require students to use academic vocabulary and accountable talk during all phases of the lesson.	Griffin, Joe	10/20/2015	Classroom Observations; administrative and coaching feedback forms.	6/2/2016 daily
G1.B1.S1.A2	Administration and Coaches will conduct walk thru observations to monitor small group instruction in classrooms	Griffin, Joe	11/16/2015	Administrator/Coaches feedback forms	6/3/2016 weekly
G1.B2.S1.A2	Professional development will be given to teachers on Tier 3 resources for power hour	Taveras, Marlene	10/14/2015	Teacher sign-in sheets; presentation power points	10/14/2015 one-time
G3.B1.S1.A2	Teachers will develop standards-based lessons at the level of complexity specific for the standard.	Griffin, Joe	10/20/2015	Lesson plans; teacher observations; administrative and coaching feedback forms	6/3/2016 weekly
G3.B2.S1.A2	Teachers will meet to complete standards based lessons and tasks that are aligned.	Taveras, Marlene	9/1/2015	Administrators will observe and coaches will facilitate collaborative planning sessions and common standards based lesson.	6/2/2016 weekly
G3.B2.S2.A2	Administrators and coaches will conduct classroom visits to collect data on effective classroom instruction,	Griffin, Joe	10/20/2015	Administrative and coaching observation sheets; reflective conversations with teachers.	6/3/2016 biweekly

Polk - 1241 - Jesse Keen Elementary School - 2015-16 SIP
Jesse Keen Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	standards-based instruction and provide feedback through a teacher reflection process and coaching support.				
G3.B2.S1.A3	Teachers will hold students accountable for speaking and listening using randomized responses in collaborative structures.	Taveras, Marlene	10/20/2015	Teacher observations; coaching feedback forms.	6/3/2016 weekly
G3.B2.S2.A3	Administration will tier teachers based on classroom walk-thru data and direct coaching support.	Griffin, Joe	10/20/2015	List of tiered teachers, coaches' logs and weekly calendar indicating levels and areas of support, and CWT data.	6/3/2016 weekly
G3.B2.S2.A4	Coaches will provide leveled support to teachers based on CWT and administration request.	Vann, Ingrid	10/20/2015	Coaching cycle to include focused area and level of support documented in coaches' weekly calendar/log.	6/3/2016 weekly
G3.B2.S2.A5	Teachers will use the academic vocabulary that is specific to the lesson presented with fidelity.	Griffin, Joe	10/20/2015	Classroom observations, administrative observation feedback forms.	6/3/2016 daily
G1.MA1	FAIR, Module Assessment data will be collected and analyzed to determine progress towards the effectiveness of differentiated small group instruction in Language Arts and Math.	Griffin, Joe	12/14/2015	FAIR reports, Module assessment results on the IBTP platform	5/3/2016 quarterly
G1.B1.S1.MA1	Student small group data will be collected and examined to determine the effectiveness of strategies implemented from small group professional development.	Griffin, Joe	12/1/2015	Data chats conversation minutes and analysis.	5/3/2016 monthly
G1.B1.S1.MA1	Administrators will observe teachers planning and delivering differentiated small group instruction.	Griffin, Joe	11/16/2015	Teacher sign-in sheets, planning agenda, teacher observation feedback forms.	6/3/2016 weekly
G1.B2.S1.MA1	Administrators and coaches will survey teachers and review student data to determine effectiveness of district resources utilized in small group instruction		1/12/2016	Teacher feedback from survey monkey, resource program student assessment data	5/3/2016 monthly
G1.B2.S1.MA1	Administrators and coaches will conduct observations to ensure teachers are using district resources for small group instruction.	Vann, Ingrid	12/8/2015	Administration feedback forms to teachers, Administration observation notes	5/3/2016 biweekly
G1.B4.S1.MA1	Administrators will observe classroom management during small group instruction for effectiveness.	Griffin, Joe	1/26/2016	Administrator observation notes	5/3/2016 monthly
G1.B4.S1.MA1	Academic coaches will observe classrooms to determine proper labeling and student management of academic centers in small group instruction.		Pictures of small group centers with proper labeling, student interviews	one-time	
G1.B1.S2.MA1	Administrators will review feedback portions contained in coaching cycle forms to determine the effectiveness of coaching cycles of small group instruction.	Vann, Ingrid	12/1/2015	Coaching cycle conference feedback minutes with academic coaches	5/3/2016 monthly
G1.B1.S2.MA1	Administrators will monitor academic coaches conducting coaching cycles of teachers who plan small group lessons.	Vann, Ingrid	11/16/2015	Completed coaching cycle forms.	5/3/2016 monthly
G1.B1.S3.MA1	Administration will observe small group instruction to measure both the fidelity and effectiveness of academic centers in Tier 2 instruction in Language Arts and Math.	Griffin, Joe	12/8/2015	Administration observation notes, Leadership team meeting minutes	5/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Academic coaches will monitor the planning process of teachers developing both quality and effective academic centers.	Casper, Michelle	12/8/2015	Observation planing notes of academic coaches, Leadership team meeting minutes.	4/22/2016 biweekly
G2.B1.S1.MA1	[no content entered]			one-time	
G3.MA1	The leadership team will collect progress monitoring data to determine the school progress toward our school goal and targets.	Griffin, Joe	11/3/2014	Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IBTP Tests, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats. Data spreadsheets will also be compiled and discussed during leadership team meetings.	6/4/2015 biweekly
G3.B1.S1.MA1	Teachers will use the SBIT and IAT to collaboratively plan lessons aligned to the standards.	Vann, Ingrid	10/20/2015	Lesson plans that meet the full intent of the standards as checked by administration.	6/2/2016 weekly
G3.B1.S1.MA1	Via coaches, administrators will collect SBIT (Reading) and Instructional-Alignment Tools (Math) completed by teachers.	Griffin, Joe	9/1/2015	Completed SBIT and IAT	6/2/2016 weekly
G3.B2.S1.MA1	Administrators will conduct lesson plan checks to determine the effectiveness of collaborative planning	Vann, Ingrid	11/7/2014	Lesson plans developed based on the Florida Standards.	5/29/2015 weekly
G3.B2.S1.MA1	Administrators attend the weekly collaborative planning meetings to support coaches and teachers.	Griffin, Joe	10/13/2014	Observations of planning meetings and completed Standards Based Intructional Tool (SBIT) and Intructional Alignment Tool (IAT) from planning.	5/29/2015 weekly
G3.B2.S2.MA1	Student progress monitoring data will be analyzed for the effectiveness of standards-based classroom instruction.	Vann, Ingrid	11/15/2014	Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IBTP assessments, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats.	6/4/2015 biweekly
G3.B2.S2.MA1	Administrators provide teachers with feedback and coaching support based on classroom visit data.	Griffin, Joe	10/20/2015	Administrators will provide a copy of the completed SBI Observation Tools and Dana Center forms to teachers for feedback. Coaches will keep a log of teacher support in a binder. Admiinistrators will enter classroom visit data into Journey.	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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