

Polk County Public Schools

Jesse Keen Elementary School



2016-17 Schoolwide Improvement Plan

Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	F	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jesse Keen Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	17	17	21	15	12	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	90	55	78	0	0	0	0	0	0	0	223
Overage 2 or more years for the grade	0	2	1	12	5	4	0	0	0	0	0	0	0	24

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

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

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315559>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Griffin, Joe	Principal
Vann, Ingrid	Assistant Principal
Irace, Karen	Instructional Coach
Taveras, Marlene	Instructional Coach
Jones, Tracy	Administrative Support
Barrios, Marcyne	School Counselor
Trzcinski, Denise	Instructional Coach

b. Duties

1. 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 3rd - 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 Grades K -2 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jessica Boyd	Parent
Joseph A. Griffin, Jr.	Principal
Ingrid Vann	Education Support Employee
Tracy Jones	Teacher
Audith Poleon	Education Support Employee
James Harter	Parent
Tiffany Harter	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jones, Tracy	Other
Taveras, Marlene	Instructional Coach
Vann, Ingrid	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 implement effective strategies for both classroom management and building relationships between our school and our parent community.
- G2.** Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/Language Arts and Mathematics.
- G3.** Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas.
- G4.** 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will implement effective strategies for both classroom management and building relationships between our school and our parent community. 1a

G085086

Targets Supported 1b

Indicator	Annual Target
5Es Score: Involved Families	50.0
Attendance rate	97.0

Targeted Barriers to Achieving the Goal 3

- Parent Trust of the school
- Lack of awareness of classroom management strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent involvement portable
- Parent involvement para
- Title 1 parent program
- School Messenger
- CHAMPS program
- Jesse Keen Behavior Process
- Title 1 Parent Nights
- Chat & Chew Mornings
- MTSS process
-

Plan to Monitor Progress Toward G1. 8

Administrators will review parent surveys collected during the parent involvement activities to determine progress towards the goal.

Person Responsible

Joe Griffin

Schedule

Quarterly, from 9/12/2016 to 4/27/2017

Evidence of Completion

Surveys collected from parents from each Title 1 parent activity.

G2. Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/Language Arts and Mathematics. 1a

G085087

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	68.0
Math Gains	54.0
ELA/Reading Gains	63.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of the differentiation process for small group instruction in ELA and Mathematics
- Lack of knowledge of how to organize centers for small group instruction in ELA/Reading and Math.
- Lack of knowledge in addressing instructional needs of struggling students who are in both Tier 2 and Tier 3 for ELA and Mathematics

Resources Available to Help Reduce or Eliminate the Barriers 2

- SRA Reading Mastery
- Achieve 3000
- Leveled Literacy Intervention (LLI)
- Title 1 Interventionist
- ESE/ESOL Staff
- STAR assessments
- Instructional coaches
- FCRR resources
- Math literacy resources
- Math planning curriculum resources
- Math technology/manipulative resources
- Smarty Ants
- Guided Reading

Plan to Monitor Progress Toward G2. 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

G3. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas.

1a

G085088

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of knowledge of how to analyze and use data.

Resources Available to Help Reduce or Eliminate the Barriers 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
-

Plan to Monitor Progress Toward G3. 8

FAIR data, weekly standards assessments, and progress monitoring tests will be reviewed to determine progress towards meeting our goal.

Person Responsible

Joe Griffin

Schedule

Monthly, from 9/19/2016 to 4/26/2017

Evidence of Completion

FAIR data, progress monitoring assessments, standards-based assessments and teacher feedback

G4. Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas. 1a

G085089

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	44.0
FSA ELA Achievement	46.0
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers Comprehension and Implementation of the Standards
- Teacher Capacity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches (Reading, Math & Science)
- Collaborative Planning Times
- Increased Title 1 Funds
- Jesse Keen PD Academy
- Test Item Specifications
- District Support Coaches
- CPALMS
- School Lesson Planning Format
- District Intervention
- Technology - Smart Technology, Computers
- Reading Wonders
- Go Math Text Series
- Extended Learning Program
- 3 Computer Labs
- 1-hr Extra Reading - K-5
- Title 1 Interventionist
- 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 (self-contained & Inclusion Teachers)

Plan to Monitor Progress Toward G4. 8

The leadership team will collect progress monitoring data to discuss the school progress towards meeting school goals and projected targets.

Person Responsible

Joe Griffin

Schedule

Quarterly, from 9/19/2016 to 5/31/2017

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 implement effective strategies for both classroom management and building relationships between our school and our parent community. **1**

 G085086

G1.B4 Parent Trust of the school **2**

 B226332

G1.B4.S1 Teachers will reinforce effective communication between the school and parents. **4**

 S238775

Strategy Rationale

Effective communication will help improve student achievement.

Action Step 1 **5**

Teachers will use the school compact for initial communication between home and school.

Person Responsible

Tracy Jones

Schedule

Daily, from 9/26/2016 to 9/29/2016

Evidence of Completion

Copies of signed compact from both parents and teachers.

Action Step 2 **5**

The school will provide a monthly newsletter on activities and instructional tips to parents

Person Responsible

Tracy Jones

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Copies of school mostly newsletter to parents in dual languages.

Action Step 3 5

The school will communicate to parents via the SchoolMessenger system in dual languages.

Person Responsible

Joe Griffin

Schedule

Evidence of Completion

Evidence of communication scripts to parents

Action Step 4 5

Teachers will document student progress via the student agenda for both academic and behavior.

Person Responsible

Ingrid Vann

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sample copies of teacher communication via the agenda to parents.

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

Administrators will monitor communication artifacts from teachers to parents via teacher communication folders

Person Responsible

Joe Griffin

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student Compact copies; EPC 4c. Parent Communication folders (non-observable artifacts)

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

Administrators will disaggregate parent survey responses to determine parent trust improvement.

Person Responsible

Joe Griffin

Schedule

On 4/3/2017

Evidence of Completion

Title 1 parent school survey responses.

G1.B4.S2 The school will implement parent engagement activities as indicated in the Title 1 program. 4

S238776

Strategy Rationale

Parent engagement is a active part of the Title 1 program.

Action Step 1 5

Teachers will conduct parent conferences via parent conference nights

Person Responsible

Tracy Jones

Schedule

Quarterly, from 9/12/2016 to 4/28/2017

Evidence of Completion

Parent sign-in sheets

Action Step 2 5

The school will hold family luncheons for both students and their parents.

Person Responsible

Marlene Taveras

Schedule

Semiannually, from 11/10/2016 to 5/19/2017

Evidence of Completion

Media photos of events; parent feedback forms in dual languages.

Action Step 3 5

The school will hold informal meeting sessions between parents and the administration on updates of the school

Person Responsible

Tracy Jones

Schedule

Monthly, from 9/12/2016 to 5/2/2017

Evidence of Completion

Parent sign-in sheets

Action Step 4 5

The school will hold an annual community resource night to assist families.

Person Responsible

Tracy Jones

Schedule

On 4/20/2017

Evidence of Completion

Agenda copies; vendor agreement forms; parent feedback forms.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will monitor the implementation of the strategies via direct involvement.

Person Responsible

Joe Griffin

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Administration observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administrators will disaggregate parent involvement surveys based upon the implementation of the school's parent involvement program.

Person Responsible

Joe Griffin

Schedule

On 4/24/2017


Evidence of Completion

Title 1 parent surveys

G1.B5 Lack of awareness of classroom management strategies 2

 B226333

G1.B5.S1 Teachers will receive professional development in the area of effective classroom management strategies 4

 S238777

Strategy Rationale

Effective classroom management processes will assist in student achievement.

Action Step 1 5

Teachers will receive professional development in using the CHAMPS program

Person Responsible

Joe Griffin

Schedule

Every 6 Weeks, from 8/8/2016 to 5/23/2017

Evidence of Completion

CHAMPS power points; Teacher sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrators will monitor the level of learning of teachers participating in PD on the CHAMPS process

Person Responsible

Ingrid Vann

Schedule

Every 6 Weeks, from 8/8/2016 to 5/23/2017

Evidence of Completion

Record questions of teachers taken from training & develop a Q & A sheet for future reference.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administrators will observe teachers implementing strategies taken from the CHAMPS program.

Person Responsible

Joe Griffin

Schedule

Every 3 Weeks, from 12/5/2016 to 5/23/2017

Evidence of Completion

CHAMPS student reward sheets; number of teacher office referrals written on students.

G1.B5.S2 Teachers will implement effective strategies of classroom management. 4

S238778

Strategy Rationale

Effective classroom management processes will assist in student achievement.

Action Step 1 5

Teachers will implement the school wide management process indicated through the CHAMPS program.

Person Responsible

Ingrid Vann

Schedule

Daily, from 10/10/2016 to 6/2/2017

Evidence of Completion

Administrator observations of teachers; Administrative notes.

Action Step 2 5

Administrators will give feedback to teachers regarding the effectiveness of their classroom management process.

Person Responsible

Joe Griffin

Schedule

Monthly, from 10/17/2016 to 5/23/2017

Evidence of Completion

Administrative feedback sheets to teachers.

Plan to Monitor Fidelity of Implementation of G1.B.5.S2 6

Administrators will observe and collect data of teachers implementing classroom management strategies.

Person Responsible

Schedule

Evidence of Completion

Teacher reward sheets of students; DoJo points sheets; Administrator observations of teachers implementing classroom management strategies.

Plan to Monitor Effectiveness of Implementation of G1.B.5.S2 7

Administrators will observe teachers implementing strategies taken from the CHAMPS program

Person Responsible

Joe Griffin

Schedule

Monthly, from 10/17/2016 to 5/23/2017

Evidence of Completion

Administrative feedback forms to teachers.

G2. Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/ Language Arts and Mathematics. **1**

 G085087

G2.B1 Lack of knowledge of the differentiation process for small group instruction in ELA and Mathematics **2**

 B226335

G2.B1.S1 Teachers will participate in professional development on how to differentiate small group instruction and apply these strategies in the planning of small group lessons. **4**

 S238779

Strategy Rationale

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

Action Step 1 **5**

Professional Development on how to Differentiate for Small Group Instruction

Person Responsible

Marlene Taveras

Schedule

On 9/26/2016

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 10/3/2016 to 5/23/2017

Evidence of Completion

Administrator/Coaches feedback forms

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

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

Person Responsible

Joe Griffin

Schedule

Weekly, from 10/11/2016 to 5/16/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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 12/6/2016 to 5/16/2017

Evidence of Completion

Data chats conversation minutes and analysis.

G2.B1.S2 Teachers will participate in coaching cycles as needed. 4

S238780

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 G2.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 G2.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

G2.B2 Lack of knowledge of how to organize centers for small group instruction in ELA/Reading and Math.

2

 B226336

G2.B2.S1 Teachers will participate in professional development on organizing centers for small group instruction and apply strategies in the development of effective student centers for both ELA/Reading and Mathematics. 4

 S238781

Strategy Rationale

This will allow teachers to focus on teacher-led activities while other groups are involved in small group centers. This process will promote consistency and fidelity of implementation.

Action Step 1 5

Teachers will participate in professional development on how to organize centers for small group instruction in both ELA/Reading and Math.

Person Responsible

Marlene Taveras

Schedule

On 10/18/2016

Evidence of Completion

PD Powerpoints and sign-in sheets.

Action Step 2 5

Teachers will design and implement small group lessons in ELA/Reading and Math.

Person Responsible

Schedule

Biweekly, from 10/24/2016 to 5/18/2017

Evidence of Completion

Small group lesson plans, Minutes of grade level planning.

Action Step 3 5

Teachers will participate in PD and implement the Smarty Ants Literacy program

Person Responsible

Marlene Taveras

Schedule

Weekly, from 9/26/2016 to 5/23/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will observe teachers participating in professional development on how to develop effective centers in small group instruction.

Person Responsible

Ingrid Vann

Schedule

Weekly, from 10/4/2016 to 5/18/2017

Evidence of Completion

Administrative notes; PD power points.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators & Academic coaches will observe teachers in classrooms utilizing strategies learned in PD on use of centers in small group instruction. Consistent feedback will be given to observed teachers conducting small group instruction

Person Responsible

Joe Griffin

Schedule

Monthly, from 10/24/2016 to 5/18/2017

Evidence of Completion

Weekly observation schedules; teacher feedback forms.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrators will conduct interviews with both teachers and academic coaches to determine effectiveness of use of centers during small group instruction.

Person Responsible

Joe Griffin

Schedule

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

Evidence of Completion

Administrator conversation notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrators will conduct reviews of data with academic coaches to determine effectiveness of use of centers during small group instruction.

Person Responsible


Schedule

Every 6 Weeks, from 11/28/2016 to 5/18/2017

Evidence of Completion

Guided reading running records; skills assessments in math and science.

G2.B3 Lack of knowledge in addressing instructional needs of struggling students who are in both Tier 2 and Tier 3 for ELA and Mathematics **2**

 B226337

G2.B3.S1 Teachers will participate in professional development in the understanding of the Multiple Tier System of Support (MTSS) process and apply strategies acquired in addressing instructional needs for students specifically in Tier 2 and Tier 3. **4**

 S238782

Strategy Rationale

Evidence exist that success in Tier 2 and Tier 3 instruction will help increase the learning gains of our students.

Action Step 1 **5**

Teachers will participate in professional development on understanding and implementing the Multi-Tier Support Systems process

Person Responsible

Ingrid Vann

Schedule

On 11/1/2016

Evidence of Completion

PD powerpoint, PD sign in sheets

Action Step 2 **5**

Teachers will implement strategies that are specific for students needing Tier 2 and Tier 3 supports in both ELA/Reading and Mathematics

Person Responsible

Karen Irace

Schedule

Daily, from 11/7/2016 to 5/23/2017

Evidence of Completion

Administrative observations; Tier 2 and Tier 3 data sheets; Guided Reading Lesson Plans

Action Step 3 5

School will secure resources for teachers to utilize in both ELA/Reading and Math in Tier 2 and Tier 3 (Leveled Literacy Intervention and Guided Reading.)

Person Responsible

Marlene Taveras

Schedule

On 9/26/2016

Evidence of Completion

School purchase order receipts

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Coaches will provide support regarding strategies implemented during both Tier 2 and Tier 3 instruction.

Person Responsible

Karen Irace

Schedule

Biweekly, from 11/10/2016 to 5/23/2017

Evidence of Completion

Coach feedback notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will observe PD of teachers participating in the understanding of the MTSS process

Person Responsible

Ingrid Vann

Schedule

On 11/1/2016

Evidence of Completion

Observations of participants via administration

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators and Guidance Counselor will observe teachers implementing Tier 2 and Tier 3 strategies of students in ELA/Reading and Math.

Person Responsible

Hiba Chehaib

Schedule

Weekly, from 11/8/2016 to 5/23/2017

Evidence of Completion

Teacher student data records; Observations of teachers during Tier 2 and Tier 3 instruction.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators will conduct data reviews of progress of students in Tier 2 and Tier 3

Person Responsible

Schedule

Quarterly, from 11/14/2016 to 5/23/2017

Evidence of Completion

Student progress monitoring data.

G2.B3.S2 The school will establish a committee designed to assist in the implementation of the MTSS process. 4

 S238783

Strategy Rationale

The MTSS process helps determine both the instructional needs of students.

Action Step 1 5

The school will meet with teachers on a consistent basis to determine instructional strategies for students who are in need of Tier 2 and/or Tier 3 remediation.

Person Responsible

Marcyne Barrios

Schedule

Monthly, from 9/27/2016 to 5/23/2017

Evidence of Completion

Meeting minutes; Tier 2 and Tier 3 data sheets

Action Step 2 5

Teachers will follow up with the school guidance counselor to determine successful movement of students in MTSS process

Person Responsible

Marcyne Barrios

Schedule

Monthly, from 9/27/2016 to 5/23/2017

Evidence of Completion

Guidance Counselor notes

Action Step 3 5

Teachers will progress monitor students in both Tier 2 and Tier 3 and quantify data for discussion during data chats with coaches and administrators.

Person Responsible

Marcyne Barrios

Schedule

Monthly, from 9/1/2016 to 5/4/2017

Evidence of Completion

Data spreadsheets; administrative data chat minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administrators will observe teachers conducting the MTSS process during both meetings and in classrooms

Person Responsible

Joe Griffin

Schedule

Evidence of Completion

Classroom walk through observation notes; MTSS team meetings.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Administrators will use a survey to determine the level of teacher knowledge of the MTSS process

Person Responsible

Marcyne Barrios

Schedule

Semiannually, from 12/7/2016 to 5/23/2017

Evidence of Completion

Survey monkey for teachers.

G3. Teachers will analyze and use data with fidelity to drive standards based instruction in all content areas.

1

G085088

G3.B3 Teachers' lack of knowledge of how to analyze and use data. 2

B226340

G3.B3.S1 Teachers will be trained on how to analyze and use data in instruction 4

S238788

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

Karen Irace

Schedule

Monthly, from 9/1/2016 to 5/4/2017

Evidence of Completion

Teacher sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Coaches will conduct data chats with grade level teachers in collaborative teams

Person Responsible

Marlene Taveras

Schedule

Monthly, from 9/1/2016 to 5/4/2017

Evidence of Completion

Administration observations of coaches conducting data reviews, teacher sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administrator will evaluate the academic coaches performing data conferences with teachers

Person Responsible

Joe Griffin

Schedule

On 4/26/2017

Evidence of Completion

Coach's evaluation forms.

G3.B3.S2 Teachers will analyze and discuss classroom data in collaborative meetings. 4

 S238789

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 8/23/2016 to 5/25/2017

Evidence of Completion

Grade level log sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Administrators will observe teachers planning centered around student data.

Person Responsible

Ingrid Vann

Schedule

Monthly, from 8/23/2016 to 5/23/2017

Evidence of Completion

Monthly data meeting administration notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Administration will review student assessment data to determine if data discussions are effective

Person Responsible

Joe Griffin

Schedule

Monthly, from 9/1/2016 to 5/23/2017

Evidence of Completion

Standards-based assessments, progress monitoring assessments

G4. Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

1

G085089

G4.B1 Teachers Comprehension and Implementation of the Standards 2

B226342

G4.B1.S1 Teachers will deconstruct Florida Standards with the support of school based coaches and the administrators for Tier 1 instruction. 4

S238790

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 receive PD to learn how to deconstruct the Florida Standards and develop tasks that are aligned for Tier 1 instruction.

Person Responsible

Karen Irace

Schedule

Monthly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PD Agendas, PDSign-in Sheets, PD Powerpoints

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 9/12/2016 to 5/23/2017

Evidence of Completion

Administrative & Coaching Lesson plan feedback sheets.

Action Step 3 5

Teachers will implement standards-based lessons in classrooms at the level of complexity specific for the standard.

Person Responsible

Joe Griffin

Schedule

Weekly, from 9/12/2016 to 5/23/2017

Evidence of Completion

Classroom Walkthrough feedback sheets; Coaching cycle forms; benchmark assessment data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will monitor the professional development of standards based instruction for effectiveness.

Person Responsible

Joe Griffin

Schedule

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

Evidence of Completion

Teacher survey of PD; Administrative feedback to coaches on PD to teachers;

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will observe teachers implementing standards based lessons in classrooms

Person Responsible

Joe Griffin

Schedule

Weekly, from 9/12/2016 to 5/23/2017

Evidence of Completion

Classroom Observation sheet copies; Administration feedback sheets to teachers; Journey evaluation sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrators and coaches will conduct periodic check-in conversations with teachers to determine their level of knowledge in their understanding of how to deconstruct the Florida Standards.

Person Responsible

Joe Griffin


Schedule

Quarterly, from 9/19/2016 to 5/23/2017


Evidence of Completion

Administrative conversations with teachers during planning/PLCs; Teacher sign-in sheets; agendas

G4.B2 Teacher Capacity 2

 B226343

G4.B2.S1 Structured collaborative planning process will consist of teacher led planning of standards based lessons using district curriculum maps, and academic coaches providing facilitative support to teachers. 4

 S238791

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Joe Griffin

Schedule

Weekly, from 8/23/2016 to 5/18/2017

Evidence of Completion

Teacher sign-in sheets, planning agendas.

Action Step 2 5

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

Person Responsible

Marlene Taveras

Schedule

Weekly, from 8/23/2016 to 5/18/2017

Evidence of Completion

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

Action Step 3 5

Grade level team leaders will document planning meeting progress via grade level planing forms

Person Responsible

Ingrid Vann

Schedule

Weekly, from 9/26/2016 to 5/18/2017

Evidence of Completion

Grade level planning sheets; Coaches observation notes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrators attend periodic 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; administrative observational notes; teacher non-observable documentation of EPC 4e.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrators will conduct conversations with academic coaches to determine the level of teacher support needed to promote teacher capacity during the development of standard based lessons.

Person Responsible

Joe Griffin

Schedule

Weekly, from 9/26/2016 to 5/18/2017

Evidence of Completion

Executive Council meeting minutes; agenda with noted item.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Administrators will conduct periodic feedback conversations with grade level leaders on the level of teacher capacity in the planning of standards based lessons.

Person Responsible

Ingrid Vann

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion

Administrative conversation notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.A3 A309243	The school will communicate to parents via the SchoolMessenger system in dual languages.	Griffin, Joe	No Start Date	Evidence of communication scripts to parents	No End Date one-time
G1.B5.S2.MA1 M316064	Administrators will observe and collect data of teachers implementing classroom management...		No Start Date	Teacher reward sheets of students; DoJo points sheets; Administrator observations of teachers implementing classroom management strategies.	No End Date one-time
G2.B3.S2.MA1 M316079	Administrators will observe teachers conducting the MTSS process during both meetings and in...	Griffin, Joe	9/12/2016	Classroom walk through observation notes; MTSS team meetings.	No End Date one-time
G4.B2.S1.MA1 M316096	Administrators attend periodic collaborative planning meetings to support coaches and teachers.	Griffin, Joe	10/13/2014	Observations of planning meetings; administrative observational notes; teacher non-observable documentation of EPC 4e.	5/29/2015 weekly
G2.MA1 M316080	FAIR, Module Assessment data will be collected and analyzed to determine progress towards the...	Griffin, Joe	12/14/2015	FAIR reports, Module assessment results on the IBTP platform	5/3/2016 quarterly
G2.B2.S1.MA1 M316070	Administrators will conduct interviews with both teachers and academic coaches to determine...	Griffin, Joe	1/26/2016	Administrator conversation notes	5/3/2016 monthly
G2.B1.S2.MA1 M316068	Administrators will review feedback portions contained in coaching cycle forms to determine the...	Vann, Ingrid	12/1/2015	Coaching cycle conference feedback minutes with academic coaches	5/3/2016 monthly
G2.B1.S2.MA1 M316069	Administrators will monitor academic coaches conducting coaching cycles of teachers who plan small...	Vann, Ingrid	11/16/2015	Completed coaching cycle forms.	5/3/2016 monthly
G4.B1.S1.MA1 M316093	Administrators will monitor the professional development of standards based instruction for...	Griffin, Joe	9/1/2015	Teacher survey of PD; Administrative feedback to coaches on PD to teachers;	6/2/2016 weekly
G2.B1.S2.A1 A309254	Academic Coaches will conduct coaching cycles with teachers who demonstrate difficulty with small...	Vann, Ingrid	11/16/2015	Coaching cycle forms	6/3/2016 monthly
G2.B1.S1.A1 A309252	Professional Development on how to Differentiate for Small Group Instruction	Taveras, Marlene	9/26/2016	Teacher Sign-in Sheets, Copies of Training Power points	9/26/2016 one-time
G2.B3.S1.A3 A309260	School will secure resources for teachers to utilize in both ELA/Reading and Math in Tier 2 and...	Taveras, Marlene	9/26/2016	School purchase order receipts	9/26/2016 one-time
G1.B4.S1.A1 A309241	Teachers will use the school compact for initial communication between home and school.	Jones, Tracy	9/26/2016	Copies of signed compact from both parents and teachers.	9/29/2016 daily
G2.B2.S1.A1 A309255	Teachers will participate in professional development on how to organize centers for small group...	Taveras, Marlene	10/18/2016	PD Powerpoints and sign-in sheets.	10/18/2016 one-time
G2.B3.S1.MA2 M316076	Administrators will observe PD of teachers participating in the understanding of the MTSS process	Vann, Ingrid	11/1/2016	Observations of participants via administration	11/1/2016 one-time
G2.B3.S1.A1 A309258	Teachers will participate in professional development on understanding and implementing the...	Vann, Ingrid	11/1/2016	PD powerpoint, PD sign in sheets	11/1/2016 one-time
G1.B4.S1.MA1 M316057	Administrators will disaggregate parent survey responses to determine parent trust improvement.	Griffin, Joe	4/3/2017	Title 1 parent school survey responses.	4/3/2017 one-time
G1.B4.S2.A4 A309248	The school will hold an annual community resource night to assist families.	Jones, Tracy	4/20/2017	Agenda copies; vendor agreement forms; parent feedback forms.	4/20/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1 M316059	Administrators will disaggregate parent involvement surveys based upon the implementation of the...	Griffin, Joe	4/24/2017	Title 1 parent surveys	4/24/2017 one-time
G3.MA1 M316091	FAIR data, weekly standards assessments, and progress monitoring tests will be reviewed to...	Griffin, Joe	9/19/2016	FAIR data, progress monitoring assessments, standards-based assessments and teacher feedback	4/26/2017 monthly
G3.B3.S1.MA1 M316087	Administrator will evaluate the academic coaches performing data conferences with teachers	Griffin, Joe	4/26/2017	Coach's evaluation forms.	4/26/2017 one-time
G1.MA1 M316065	Administrators will review parent surveys collected during the parent involvement activities to...	Griffin, Joe	9/12/2016	Surveys collected from parents from each Title 1 parent activity.	4/27/2017 quarterly
G1.B4.S2.A1 A309245	Teachers will conduct parent conferences via parent conference nights	Jones, Tracy	9/12/2016	Parent sign-in sheets	4/28/2017 quarterly
G1.B4.S2.A3 A309247	The school will hold informal meeting sessions between parents and the administration on updates of...	Jones, Tracy	9/12/2016	Parent sign-in sheets	5/2/2017 monthly
G3.B3.S1.MA1 M316088	Coaches will conduct data chats with grade level teachers in collaborative teams	Taveras, Marlene	9/1/2016	Administration observations of coaches conducting data reviews, teacher sign-in sheets	5/4/2017 monthly
G3.B3.S1.A1 A309268	Coaches will work with teachers on how to use data to drive instruction during data chats	Irace, Karen	9/1/2016	Teacher sign-in sheets	5/4/2017 monthly
G2.B3.S2.A3 A309263	Teachers will progress monitor students in both Tier 2 and Tier 3 and quantify data for discussion...	Barrios, Marcyne	9/1/2016	Data spreadsheets; administrative data chat minutes	5/4/2017 monthly
G2.B1.S1.MA1 M316066	Student small group data will be collected and examined to determine the effectiveness of...	Griffin, Joe	12/6/2016	Data chats conversation minutes and analysis.	5/16/2017 monthly
G2.B1.S1.MA1 M316067	Administrators will observe teachers planning and delivering differentiated small group instruction.	Griffin, Joe	10/11/2016	Teacher sign-in sheets, planning agenda, teacher observation feedback forms.	5/16/2017 weekly
G2.B2.S1.MA4 M316071	Administrators will conduct reviews of data with academic coaches to determine effectiveness of...		11/28/2016	Guided reading running records; skills assessments in math and science.	5/18/2017 every-6-weeks
G2.B2.S1.MA1 M316072	Administrators will observe teachers participating in professional development on how to develop...	Vann, Ingrid	10/4/2016	Administrative notes; PD power points.	5/18/2017 weekly
G2.B2.S1.MA3 M316073	Administrators & Academic coaches will observe teachers in classrooms utilizing strategies learned...	Griffin, Joe	10/24/2016	Weekly observation schedules; teacher feedback forms.	5/18/2017 monthly
G2.B2.S1.A2 A309256	Teachers will design and implement small group lessons in ELA/Reading and Math.		10/24/2016	Small group lesson plans, Minutes of grade level planning.	5/18/2017 biweekly
G4.B2.S1.MA3 M316097	Administrators will conduct conversations with academic coaches to determine the level of teacher...	Griffin, Joe	9/26/2016	Executive Council meeting minutes; agenda with noted item.	5/18/2017 weekly
G4.B2.S1.A1 A309273	Teachers will meet to complete standard based lessons and tasks that are aligned	Griffin, Joe	8/23/2016	Teacher sign-in sheets, planning agendas.	5/18/2017 weekly
G4.B2.S1.A2 A309274	Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct...	Taveras, Marlene	8/23/2016	Administrators will observe and coaches will facilitate collaborative planning sessions and common standards based lesson.	5/18/2017 weekly
G4.B2.S1.A3 A309275	Grade level team leaders will document planning meeting progress via grade level planing forms	Vann, Ingrid	9/26/2016	Grade level planning sheets; Coaches observation notes	5/18/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1 M316060	Administration will monitor the implementation of the strategies via direct involvement.	Griffin, Joe	9/12/2016	Administration observation notes.	5/19/2017 monthly
G1.B4.S2.A2 A309246	The school will hold family luncheons for both students and their parents.	Taveras, Marlene	11/10/2016	Media photos of events; parent feedback forms in dual languages.	5/19/2017 semiannually
G1.B5.S1.MA1 M316061	Administrators will observe teachers implementing strategies taken from the CHAMPS program.	Griffin, Joe	12/5/2016	CHAMPS student reward sheets; number of teacher office referrals written on students.	5/23/2017 every-3-weeks
G1.B5.S1.MA1 M316062	Administrators will monitor the level of learning of teachers participating in PD on the CHAMPS...	Vann, Ingrid	8/8/2016	Record questions of teachers taken from training & develop a Q & A sheet for future reference.	5/23/2017 every-6-weeks
G1.B5.S1.A1 A309249	Teachers will receive professional development in using the CHAMPS program	Griffin, Joe	8/8/2016	CHAMPS power points; Teacher sign-in sheets	5/23/2017 every-6-weeks
G2.B1.S1.A2 A309253	Administration and Coaches will conduct walk thru observations to monitor small group instruction...	Griffin, Joe	10/3/2016	Administrator/Coaches feedback forms	5/23/2017 weekly
G2.B2.S1.A3 A309257	Teachers will participate in PD and implement the Smarty Ants Literacy program	Taveras, Marlene	9/26/2016		5/23/2017 weekly
G2.B3.S1.MA1 M316074	Administrators will conduct data reviews of progress of students in Tier 2 and Tier 3		11/14/2016	Student progress monitoring data.	5/23/2017 quarterly
G2.B3.S1.MA1 M316075	Coaches will provide support regarding strategies implemented during both Tier 2 and Tier 3...	Irace, Karen	11/10/2016	Coach feedback notes	5/23/2017 biweekly
G2.B3.S1.MA3 M316077	Administrators and Guidance Counselor will observe teachers implementing Tier 2 and Tier 3...	Chehaib, Hiba	11/8/2016	Teacher student data records; Observations of teachers during Tier 2 and Tier 3 instruction.	5/23/2017 weekly
G2.B3.S1.A2 A309259	Teachers will implement strategies that are specific for students needing Tier 2 and Tier 3...	Irace, Karen	11/7/2016	Administrative observations; Tier 2 and Tier 3 data sheets; Guided Reading Lesson Plans	5/23/2017 daily
G4.B1.S1.MA1 M316092	Administrators and coaches will conduct periodic check-in conversations with teachers to determine...	Griffin, Joe	9/19/2016	Administrative conversations with teachers during planning/PLCs; Teacher sign-in sheets; agendas	5/23/2017 quarterly
G4.B1.S1.MA3 M316094	Administrators will observe teachers implementing standards based lessons in classrooms	Griffin, Joe	9/12/2016	Classroom Observation sheet copies; Administration feedback sheets to teachers; Journey evaluation sheets	5/23/2017 weekly
G4.B1.S1.A1 A309270	Teachers will receive PD to learn how to deconstruct the Florida Standards and develop tasks that...	Irace, Karen	8/23/2016	PD Agendas, PDSign-in Sheets, PD Powerpoints	5/23/2017 monthly
G4.B1.S1.A2 A309271	Teachers will develop standards-based lessons at the level of complexity specific for the standard.	Griffin, Joe	9/12/2016	Administrative & Coaching Lesson plan feedback sheets.	5/23/2017 weekly
G4.B1.S1.A3 A309272	Teachers will implement standards-based lessons in classrooms at the level of complexity specific...	Griffin, Joe	9/12/2016	Classroom Walkthrough feedback sheets; Coaching cycle forms; benchmark assessment data	5/23/2017 weekly
G1.B5.S2.MA1 M316063	Administrators will observe teachers implementing strategies taken from the CHAMPS program	Griffin, Joe	10/17/2016	Administrative feedback forms to teachers.	5/23/2017 monthly
G1.B5.S2.A2 A309251	Administrators will give feedback to teachers regarding the effectiveness of their classroom...	Griffin, Joe	10/17/2016	Administrative feedback sheets to teachers.	5/23/2017 monthly
G2.B3.S2.MA1 M316078	Administrators will use a survey to determine the level of teacher knowledge of the MTSS process	Barrios, Marcyne	12/7/2016	Survey monkey for teachers.	5/23/2017 semiannually
G2.B3.S2.A1 A309261	The school will meet with teachers on a consistent basis to determine instructional strategies for...	Barrios, Marcyne	9/27/2016	Meeting minutes; Tier 2 and Tier 3 data sheets	5/23/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A2 A309262	Teachers will follow up with the school guidance counselor to determine successful movement of...	Barrios, Marcyne	9/27/2016	Guidance Counselor notes	5/23/2017 monthly
G3.B3.S2.MA1 M316089	Administration will review student assessment data to determine if data discussions are effective	Griffin, Joe	9/1/2016	Standards-based assessments, progress monitoring assessments	5/23/2017 monthly
G3.B3.S2.MA1 M316090	Administrators will observe teachers planning centered around student data.	Vann, Ingrid	8/23/2016	Monthly data meeting administration notes	5/23/2017 monthly
G4.B2.S1.MA1 M316095	Administrators will conduct periodic feedback conversations with grade level leaders on the level...	Vann, Ingrid	9/26/2016	Administrative conversation notes.	5/25/2017 monthly
G3.B3.S2.A1 A309269	Teachers will meet in collaborative teams to discuss grade level formative data results	Vann, Ingrid	8/23/2016	Grade level log sheets	5/25/2017 biweekly
G1.B4.S1.MA1 M316058	Administrators will monitor communication artifacts from teachers to parents via teacher...	Griffin, Joe	9/12/2016	Student Compact copies; EPC 4c. Parent Communication folders (non-observable artifacts)	5/26/2017 quarterly
G1.B4.S1.A2 A309242	The school will provide a monthly newsletter on activities and instructional tips to parents	Jones, Tracy	9/12/2016	Copies of school mostly newsletter to parents in dual languages.	5/26/2017 monthly
G1.B4.S1.A4 A309244	Teachers will document student progress via the student agenda for both academic and behavior.	Vann, Ingrid	9/12/2016	Sample copies of teacher communication via the agenda to parents.	5/26/2017 weekly
G4.MA1 M316098	The leadership team will collect progress monitoring data to discuss the school progress towards...	Griffin, Joe	9/19/2016	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.	5/31/2017 quarterly
G1.B5.S2.A1 A309250	Teachers will implement the school wide management process indicated through the CHAMPS program.	Vann, Ingrid	10/10/2016	Administrator observations of teachers; Administrative notes.	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Teachers will implement effective strategies for both classroom management and building relationships between our school and our parent community.

G1.B5 Lack of awareness of classroom management strategies

G1.B5.S1 Teachers will receive professional development in the area of effective classroom management strategies

PD Opportunity 1

Teachers will receive professional development in using the CHAMPS program

Facilitator

Joe Griffin

Participants

K-5 teachers of Jesse Keen Elementary

Schedule

Every 6 Weeks, from 8/8/2016 to 5/23/2017

G2. Teachers will independently plan and deliver differentiated small group instruction with fidelity in English/ Language Arts and Mathematics.

G2.B1 Lack of knowledge of the differentiation process for small group instruction in ELA and Mathematics

G2.B1.S1 Teachers will participate in professional development on how to differentiate small group instruction and apply these strategies in the planning of small group lessons.

PD Opportunity 1

Professional Development on how to Differentiate for Small Group Instruction

Facilitator

Lindsey McDowell

Participants

All K-5 Teachers

Schedule

On 9/26/2016

G2.B2 Lack of knowledge of how to organize centers for small group instruction in ELA/Reading and Math.

G2.B2.S1 Teachers will participate in professional development on organizing centers for small group instruction and apply strategies in the development of effective student centers for both ELA/Reading and Mathematics.

PD Opportunity 1

Teachers will participate in professional development on how to organize centers for small group instruction in both ELA/Reading and Math.

Facilitator

Marlene Taveras

Participants

K-5 teachers

Schedule

On 10/18/2016

PD Opportunity 2

Teachers will participate in PD and implement the Smarty Ants Literacy program

Facilitator

Participants

Schedule

Weekly, from 9/26/2016 to 5/23/2017

G2.B3 Lack of knowledge in addressing instructional needs of struggling students who are in both Tier 2 and Tier 3 for ELA and Mathematics

G2.B3.S1 Teachers will participate in professional development in the understanding of the Multiple Tier System of Support (MTSS) process and apply strategies acquired in addressing instructional needs for students specifically in Tier 2 and Tier 3.

PD Opportunity 1

Teachers will participate in professional development on understanding and implementing the Multi-Tier Support Systems process

Facilitator

Marcyne Barrios

Participants

Grades K - 5 teachers

Schedule

On 11/1/2016

G4. Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

G4.B1 Teachers Comprehension and Implementation of the Standards

G4.B1.S1 Teachers will deconstruct Florida Standards with the support of school based coaches and the administrators for Tier 1 instruction.

PD Opportunity 1

Teachers will receive PD to learn how to deconstruct the Florida Standards and develop tasks that are aligned for Tier 1 instruction.

Facilitator

Academic Coaches

Participants

Grade Level Teachers

Schedule

Monthly, from 8/23/2016 to 5/23/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B4.S1.A1	Teachers will use the school compact for initial communication between home and school.	\$0.00
2	G1.B4.S1.A2	The school will provide a monthly newsletter on activities and instructional tips to parents	\$0.00
3	G1.B4.S1.A3	The school will communicate to parents via the SchoolMessenger system in dual languages.	\$0.00
4	G1.B4.S1.A4	Teachers will document student progress via the student agenda for both academic and behavior.	\$0.00
5	G1.B4.S2.A1	Teachers will conduct parent conferences via parent conference nights	\$0.00
6	G1.B4.S2.A2	The school will hold family luncheons for both students and their parents.	\$0.00
7	G1.B4.S2.A3	The school will hold informal meeting sessions between parents and the administration on updates of the school	\$0.00
8	G1.B4.S2.A4	The school will hold an annual community resource night to assist families.	\$0.00
9	G1.B5.S1.A1	Teachers will receive professional development in using the CHAMPS program	\$0.00
10	G1.B5.S2.A1	Teachers will implement the school wide management process indicated through the CHAMPS program.	\$0.00
11	G1.B5.S2.A2	Administrators will give feedback to teachers regarding the effectiveness of their classroom management process.	\$0.00
12	G2.B1.S1.A1	Professional Development on how to Differentiate for Small Group Instruction	\$0.00
13	G2.B1.S1.A2	Administration and Coaches will conduct walk thru observations to monitor small group instruction in classrooms	\$0.00
14	G2.B1.S2.A1	Academic Coaches will conduct coaching cycles with teachers who demonstrate difficulty with small group instruction.	\$0.00
15	G2.B2.S1.A1	Teachers will participate in professional development on how to organize centers for small group instruction in both ELA/Reading and Math.	\$0.00
16	G2.B2.S1.A2	Teachers will design and implement small group lessons in ELA/Reading and Math.	\$0.00
17	G2.B2.S1.A3	Teachers will participate in PD and implement the Smarty Ants Literacy program	\$0.00
18	G2.B3.S1.A1	Teachers will participate in professional development on understanding and implementing the Multi-Tier Support Systems process	\$0.00
19	G2.B3.S1.A2	Teachers will implement strategies that are specific for students needing Tier 2 and Tier 3 supports in both ELA/Reading and Mathematics	\$0.00
20	G2.B3.S1.A3	School will secure resources for teachers to utilize in both ELA/Reading and Math in Tier 2 and Tier 3 (Leveled Literacy Intervention and Guided Reading.)	\$0.00

21	G2.B3.S2.A1	The school will meet with teachers on a consistent basis to determine instructional strategies for students who are in need of Tier 2 and/or Tier 3 remediation.			\$0.00	
22	G2.B3.S2.A2	Teachers will follow up with the school guidance counselor to determine successful movement of students in MTSS process			\$0.00	
23	G2.B3.S2.A3	Teachers will progress monitor students in both Tier 2 and Tier 3 and quantify data for discussion during data chats with coaches and administrators.			\$0.00	
24	G3.B3.S1.A1	Coaches will work with teachers on how to use data to drive instruction during data chats			\$0.00	
25	G3.B3.S2.A1	Teachers will meet in collaborative teams to discuss grade level formative data results			\$0.00	
26	G4.B1.S1.A1	Teachers will receive PD to learn how to deconstruct the Florida Standards and develop tasks that are aligned for Tier 1 instruction.			\$0.00	
27	G4.B1.S1.A2	Teachers will develop standards-based lessons at the level of complexity specific for the standard.			\$0.00	
28	G4.B1.S1.A3	Teachers will implement standards-based lessons in classrooms at the level of complexity specific for the standard.			\$0.00	
29	G4.B2.S1.A1	Teachers will meet to complete standard based lessons and tasks that are aligned			\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			<i>Notes: School Professional Development. In-service points assigned to participating teachers.</i>			
30	G4.B2.S1.A2	Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct standards and develop standard based lessons.			\$0.00	
31	G4.B2.S1.A3	Grade level team leaders will document planning meeting progress via grade level planing forms			\$0.00	
					Total:	\$0.00