

Jesse Keen Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	80%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	F

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Jesse Keen Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Jesse Keen Elementary, in partnership with students, parents and the community, is committed in providing an education of excellence to a diverse community of learners, while providing a safe learning environment, conducive to student achievement.

b. Provide the school's vision statement.

"Every student will be prepared for success for the next grade level after completion of their current grade!"

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 Involvement Program. 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 security cameras positioned throughout the campus. 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 and anti-bullying curriculum are taught during the first 9-weeks of the school year.

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 at 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 both our school psychologist and guidance counselor. These persons work in concert with each other, to help all students with problems specific to school, home, or mentoring. Our parent involvement paraprofessional targets and monitors specific families for academic, social and psychological services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 (Power Hour - Tier 3 differentiated instruction)
- * 60 minutes of Tier 2 differentiated instruction based upon student specific skill deficiencies.
- * Small Group Instruction for Math & Science (Tier 2)
- * Collaborative Planning (Weekly) by teachers in all content areas.
- * Implementation of the MTSS (Multi-Tiered Support Services) model for both Academic and Behavioral
- * 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

School builds positive relationships with families in the following manner:

- * Use of a Title 1 Parent Involvement Paraprofessional
- * Student Parent Night Activities
- * Establishment of a Family Resource Center on site.
- * Use of Student Agenda to communicate one-to-one between parents and teachers
- * Use of a Monthly Newsletter with a monthly academic focus
- * Use of social media, both Facebook and Twitter to communicate to families
- * Provides Parent Conference Nights between parents and teachers each 9-weeks grading periods.
- * Partnership between business partners and the school that provides assistance to needy families of the school.

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.

- * Kirk Foundation - Shoe and food donations to needy students
- * Theta Eta Sigma Chapter, Phi Beta Sigma Fraternity, Inc., Adopt-A-School program - designed to assist schools with mentoring, donations of books for the media center, adult volunteers around the campus.

C. Effective Leadership

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
Barrios, Marcyne	School Counselor
Copeland, Cathy	Instructional Coach
Niero, Charles	Instructional Coach
Gill, Lisa	Paraprofessional

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 Grades K, 4th, 5th and ESE 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 1,2,3 and Special area 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. Barrios 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. Cathy Copeland - Title 1 Reading Coach - Mrs. Copeland 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. Mrs. Copeland 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. Charles Niero - Title 1 Math Coach - Mr. Niero serves as the Math Coach for Jesse Keen

Elementary. His role is to coordinate and lend support to teachers needing assistance in the area of Mathematics. He is also assists the assistant principal in the implementation of the school progress monitoring process. Mr. Niero facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Mathematics. He also serves of both the PSLT team and participates in teacher conferences as part of the MTSS process.

7. Lisa Gill - Title 1 Parent Involvement Para - Mrs. Gill is responsible for both the management of the school's Title 1 parent involvement program, Her time is devoted to serving as a liaison between our school and the parent community.

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
Wanda Marrero	Parent
Lisa Gill	Education Support Employee
Yusleidy Santos	Parent
Sandra Lopez	Parent
Noemi Short	Parent
Ann Stidham	Parent
Steve Speckhardt	Parent
Sage Sighn	Parent
Jessica Ramirez	Parent
Joseph A. Griffin, Jr.	Principal
Ingrid Vann	Principal
George Edwards	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee met at its initial meeting to review the 2016-2017 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 2016-2017 plan. Suggestions from members were taken for the purpose of the development of the 2016-2017 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 2017-2018 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 2017-2018 SAC committee. The paper copies of the 2017-2018 SIP plan will be made available to all parents and families upon request.

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
Copeland, Cathy	Instructional Coach
Vann, Ingrid	Assistant Principal
Martinez, Rebecca	Teacher, K-12
Jerry, Zully	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Reading, Mathematics and Science are done on alternating Tuesdays and professional learning communities are done on Thursdays. The team must complete a Standards-based Instructional template outlining items such as standards, "I Can Statements", key vocabulary, formative assessments, Levels of Complexity, 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 is currently identified as one of the lowest performing 300 schools in the area of reading. The school implements an extra 60 minutes of reading instruction daily (Tier 3) for all K-5 students. Students participate in tiered instruction (centers) utilizing strategies to include but not be limited to, science readers, technology instruction, guided reading, one-on-one instruction with the teacher.

Strategy Rationale

This strategy is designed to give students additional time for reading and allow the teacher to target students' skill deficiencies.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Points of Strength based upon the 3-year trend is in the areas of Math proficiency, Math Learning Gains and Math Learning Gains of the Lowest 25%. Areas of need are in the areas of Reading Proficiency, Reading Learning Gains, and Science Proficiency.

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.

Based upon a consensus of the stakeholders involved in the needs assessment, the following are root causes for the areas of need identified in the data:

- * loss of the science coach during the mid-year
- * loss of the math coach due to a promotion in mid-year
- * Implementation of guided reading started in 2016-2017
- * New teachers to staff assigned to tested grades
- * Coaching support given to struggling teacher assigned to 5th Grade
- * Core instruction continues to be an area of improvement for the school, Reading, Math and Science.
- * Core instruction focus should be K-5.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will implement effective strategies for building positive relationships between our school and our parent community.
- G2.** Teachers will implement with fidelity both the academic and behavior components of the MTSS (multi-tiered support services).
- G3.** Teachers will implement rigorous instructional strategies designed to improve core instruction 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 building positive relationships between our school and our parent community. 1a

G098069

Targets Supported 1b

Indicator	Annual Target
5Es Score: Involved Families	75.0
5Es Score: Parent Involvement	100.0
School Climate Survey - Parent	75.0

Targeted Barriers to Achieving the Goal 3

- Level of Parent Involvement
- Lack of parent attendance at parent/teacher conferences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Resource Classroom
- Parent Involvement Paraprofessional
- School Messenger Communication Process
- Social Media (Facebook and Twitter)
- Student Agendas
- Academic Parent Nights
- School Advisory Committee

Plan to Monitor Progress Toward G1. 8

The Annual Title 1 Parent Involvement Survey designed to indicate the effectiveness of our Parent Involvement Program

Person Responsible

Joe Griffin

Schedule

On 3/12/2018

Evidence of Completion

Results from our Annual Parent Involvement Program Parent Survey

G2. Teachers will implement with fidelity both the academic and behavior components of the MTSS (multi-tiered support services). 1a

G098070

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	69.0
Math Gains	64.0
Math Lowest 25% Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding on the MTSS process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselor
- Guided Reading Instruction
- 60-minutes of additional reading instruction (Tier 3)
- iStation
- Accelerated Reading Resources
- Non-Fiction and Fictional texts
- Tier 2 instructional time in Reading and Math
- MTSS monthly meetings
- Professional Development on the MTSS process

Plan to Monitor Progress Toward G2. 8

MTSS data will be collected and reviewed to determine progress in achieving our goal via meetings with administrators and teachers throughout the year.

Person Responsible

Marcyne Barrios


Schedule

Quarterly, from 10/19/2017 to 5/17/2018

Evidence of Completion

The school will collect MTSS student data

G3. Teachers will implement rigorous instructional strategies designed to improve core instruction in all content areas **1a**

 G098071

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	64.0
Statewide Science Assessment Achievement	49.0

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding what Rigor looks like in terms of core instruction
- Lack of Effective Monitoring of Instruction
- Teacher perception in science is that it is a 5th grade requirement and not a primary issue

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Webb's Depth of Knowledge/Levels of Complexity
- Academic Coaches
- Performance Matters
- STAR Reading
- STAR Math
- iStation
- Collaborative Planning Time
- Professional Development Planning Room
- Teacher Academic Support Groups

Plan to Monitor Progress Toward G3. **8**

Review of FSA benchmark assessments will determine progress towards meeting the goal

Person Responsible

Joe Griffin

Schedule

Quarterly, from 10/16/2017 to 5/16/2018

Evidence of Completion

use of iStation reports and Progressmatters performance data

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will implement effective strategies for building positive relationships between our school and our parent community. 1

 G098069

G1.B2 Level of Parent Involvement 2

 B263767

G1.B2.S1 Use the Title 1 Parent Resource program to address the social needs of the families of our needy students. 4

 S279368

Strategy Rationale

This will allow our resources to help reduce the social needs of some of our needy families.

Action Step 1 5

Parent Involvement Para and resource room will align school resources with the needs of our struggling families

Person Responsible

Lisa Gill

Schedule

Quarterly, from 8/28/2017 to 5/14/2018

Evidence of Completion

Resource room check out log of resources, monthly report of needs of families.

Action Step 2 5

Parent Involvement Program coordinator will serve as a liaison between our school business partners and our school

Person Responsible

Lisa Gill

Schedule

Annually, from 8/21/2017 to 5/21/2018

Evidence of Completion

Meetings between school business partners and the school, SAC Meeting minutes, PTO By-laws

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

Administrators will conduct reviews of the parent involvement program addressing the needs of our struggling families

Person Responsible

Joe Griffin

Schedule

Quarterly, from 10/18/2017 to 5/21/2018

Evidence of Completion

Report on the number of families served, observations on the use of resources provided by our parent resource portable.

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

School will conduct attitudinal parent survey to parents on the effectiveness of our parent involvement program

Person Responsible

Lisa Gill

Schedule

Semiannually, from 11/13/2017 to 5/16/2018

Evidence of Completion

School developed parent surveys

G1.B2.S2 Increase the level of communication from our school to our school community. 4

 S279369

Strategy Rationale

To provide more effective communication to our parents on school events and announcements and keep parents up to date on school events.

Action Step 1 5

School will use student agendas to provide academic communication to our families

Person Responsible

Lisa Gill

Schedule

On 5/21/2018

Evidence of Completion

Distribution of class sets of student agendas.

Action Step 2 5

School will communicate to parents on school support features via our school answering service

Person Responsible

Joe Griffin

Schedule

Daily, from 8/10/2017 to 5/21/2018

Evidence of Completion

Purchase agreement contract between the vendor and the school

Action Step 3 **5**

School will utilize and post events to our social media accounts to communicate school activities to parents

Person Responsible

Antonio Santos

Schedule

Weekly, from 8/7/2017 to 5/21/2018

Evidence of Completion

Review on the number of views of parents visiting our social media sites

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Administrators will review the progress on increasing the level of communication between our school and the school community

Person Responsible

Ingrid Vann

Schedule

Quarterly, from 10/25/2017 to 5/23/2018

Evidence of Completion

Review of annual parent survey, review of the parent night surveys, observation of responses to our social media posts, etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 **7**

School will assess the effectiveness of our communication methods to parents

Person Responsible

Lisa Gill

Schedule

Semiannually, from 11/13/2017 to 5/23/2018

Evidence of Completion

School will use a parent survey developed in both English and Spanish to assess the effectiveness of our communication to our parents.

G1.B3 Lack of parent attendance at parent/teacher conferences **2**

 B263768

G1.B3.S1 Provide parent/teacher conferences and Title 1 instructional opportunities. **4**

 S279370

Strategy Rationale

This will allow parents to meet with teachers in order to help address academic concerns early and to provide assistance to parents so they can help their children at home.

Action Step 1 **5**

Plan and implement our school instructional parent involvement nights

Person Responsible

Lisa Gill

Schedule

Triannually, from 9/21/2017 to 5/21/2018

Evidence of Completion

Parent sign-in sheets, parent surveys

Action Step 2 **5**

Teacher/Parent Student Portfolio Nights

Person Responsible

Joe Griffin

Schedule

Quarterly, from 9/25/2017 to 4/23/2018

Evidence of Completion

Parent Sign-in logs, Teacher Observation Notes, Title 1 Compacts

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will attend and be available to support teachers while they conduct teacher/parent conferences every 9-weeks.

Person Responsible

Joe Griffin

Schedule

Quarterly, from 10/17/2017 to 5/22/2018

Evidence of Completion

Observations of teachers conducting parent conferences on scheduled grade-level parent conference nights during the year.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The school will review our annual Title 1 Parent Survey to look for indicators specific to how we conduct teacher/parent conferences to determine effectiveness.

Person Responsible

Lisa Gill

Schedule

Annually, from 3/12/2018 to 3/12/2018

Evidence of Completion

Title 1 Annual Parent Survey

G2. Teachers will implement with fidelity both the academic and behavior components of the MTSS (multi-tiered support services). 1

G098070

G2.B1 Lack of teacher understanding on the MTSS process 2

B263771

G2.B1.S1 Teachers will be provided with support and training on the MTSS process 4

S279371

Strategy Rationale

This will allow teachers to implement the MTSS process with fidelity.

Action Step 1 5

Teachers will receive and overview on the MTSS process during pre-planning week

Person Responsible

Marcyne Barrios

Schedule

On 8/8/2017

Evidence of Completion

MTSS Powerpoints, teacher sign-in sheets

Action Step 2 5

Teachers will implement an additional 60-min of extra reading instruction (Tier 3)

Person Responsible

Cathy Copeland

Schedule

On 5/21/2018

Evidence of Completion

iStation progress monitoring, STAR Reading, Guided Reading data

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

Both the Guidance Counselor and the Principal will monitor both the implementation of PD and PLC's of teachers participating in the MTSS process

Person Responsible

Marcyne Barrios

Schedule

Monthly, from 8/7/2017 to 5/22/2018

Evidence of Completion

Professional development plans of teachers, sign-in sheets, observations of teachers while participating during MTSS scheduled meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teacher surveys will be used to determine the effectiveness of the understanding of the MTSS process and the needs of our teachers.

Person Responsible

Marcyne Barrios

Schedule

Semiannually, from 12/4/2017 to 5/14/2018

Evidence of Completion

Teacher surveys via survey monkey

G2.B1.S2 Teachers will meet in PLCs monthly to discuss students involved in the MTSS process. 4

 S279372

Strategy Rationale

This will allow the MTSS committee to review student progress throughout the process and allow teachers to address concerns of both the academic and behavior aspects of the process.

Action Step 1 5

MTSS monthly meetings in PLCs will be held for teachers to discuss the academic progress of students in core instruction.

Person Responsible

Ingrid Vann

Schedule

On 5/10/2018

Evidence of Completion

Meeting minutes, MTSS progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will review the data of students to ensure that correct implementation of the MTSS process is occurring

Person Responsible

Ingrid Vann

Schedule

Monthly, from 8/28/2017 to 5/22/2018

Evidence of Completion

Evidence will include Tier 2 and Tier 3 data sheets and monthly progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teacher surveys will be used to determine the effectiveness of our PLC monthly meetings and how teachers benefited from being involved in the training.

Person Responsible


Schedule

Quarterly, from 10/19/2017 to 5/23/2018

Evidence of Completion

Teacher survey monkey

G3. Teachers will implement rigorous instructional strategies designed to improve core instruction in all content areas **1**

 G098071

G3.B1 Lack of understanding what Rigor looks like in terms of core instruction **2**

 B263776

G3.B1.S1 Teachers will receive PD on Marzano's framework for standards-driven classrooms via professional learning community. **4**

 S279374

Strategy Rationale

This will allow teachers to learn and understand how to implement an instructional model for every student to achieve rigor in the classroom

Action Step 1 **5**

Monthly PLCs on Marzano's Standards-Driven Classrooms

Person Responsible

Joe Griffin

Schedule

Monthly, from 8/24/2017 to 12/14/2017

Evidence of Completion

Teacher sign-in sheets and powerpoint presentations

Action Step 2 **5**

Administrators will observe teachers using strategies taken from the Marzano's Standards-Driven Classrooms

Person Responsible

Joe Griffin

Schedule

Biweekly, from 10/2/2017 to 5/11/2018

Evidence of Completion

Administrator notes and feedback to teachers

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

Administrators will conduct classroom walk thru observations and participate in collaborative planning activities with teachers.

Person Responsible

Joe Griffin

Schedule

Weekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Teacher sign-in sheets, classroom observation notes on strategies implemented from Marzano's framework.

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

Teacher surveys will be used to determine understanding and further PD needs of teachers who participated in the PD on Marzano's framework

Person Responsible

Joe Griffin

Schedule

Quarterly, from 10/17/2017 to 5/22/2018

Evidence of Completion

Teacher Survey Monkey feedback results.

G3.B1.S2 Teachers will plan collaboratively and deliver standards based lessons to include Webb's depth of knowledge levels of complexity **4**

 S279375

Strategy Rationale

Using this process will allow teachers to match standards-based lessons with appropriate levels of complexity to promote academic rigor in classrooms.

Action Step 1 **5**

Teachers will meet in collaborative teams to review plans developed in content areas prior to implementation to ensure that effective strategies for academic rigor (Levels of Complexity) are in place.

Person Responsible

Joe Griffin

Schedule

Weekly, from 8/22/2017 to 5/15/2018

Evidence of Completion

Administrator observation notes, lesson plans, Instructional alignment tool sheets

Action Step 2 **5**

Administrators will observe classroom instruction with fidelity to ensure that the appropriate levels of complexity are implemented in the classroom.

Person Responsible

Joe Griffin

Schedule

Weekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Administrator observational notes, teacher feedback forms

Action Step 3 5

Teachers will provide writing and academic vocabulary instruction with fidelity in all content areas

Person Responsible

Ingrid Vann

Schedule

Daily, from 8/21/2017 to 5/21/2018

Evidence of Completion

Student writing journals, student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrators will observe Level's of Complexity implemented in classrooms and participate in collaborative planning of teachers developing lessons using Levels of Complexity.

Person Responsible

Ingrid Vann

Schedule

Weekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Teacher lesson plans, teacher classroom observations and teacher feedback notes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrators in Leadership Team Meetings will review and discuss the effectiveness of the progress of the collaborative planning process of teachers.

Person Responsible

Joe Griffin

Schedule

Monthly, from 9/15/2017 to 5/11/2018

Evidence of Completion

Agendas, Meeting minutes

G3.B2 Lack of Effective Monitoring of Instruction **2**

 B263777

G3.B2.S1 Administrators will receive academic coaching and literacy support via a consultative agreement with the Center of Educational Leadership. **4**

 S279376

Strategy Rationale

This will provide administrators with coaching support on what academic rigor looks like in the classroom and how to provide support for teachers.

Action Step 1 **5**

Administrators will receive PD, academic coaching and support on rigorous instruction in literacy.

Person Responsible

Joe Griffin

Schedule

Semiannually, from 10/16/2017 to 1/30/2018

Evidence of Completion

Consultative agreement forms, handouts, professional development resources

Action Step 2 **5**

Teachers participating in the pilot group (Grades 3 & 4) will implement strategies based upon feedback given by the consultant from the Center for Educational Leadership

Person Responsible

Ingrid Vann

Schedule

Biweekly, from 10/31/2017 to 5/1/2018

Evidence of Completion

Administrator observational notes, consultative feedback notes, lesson plan checks.

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

Principal will work collaboratively with the consultant to ensure that strategies suggested will be implemented with fidelity in the school

Person Responsible

Joe Griffin

Schedule

Semiannually, from 10/23/2017 to 5/22/2018

Evidence of Completion

Summary report of analysis of implementation given by the consultant.

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

Administrators will evaluate the effectiveness of the coaching program via the consultant's feedback process

Person Responsible

Joe Griffin

Schedule

On 5/7/2018

Evidence of Completion

Consultant's annual survey done by the school administrators after completion of the coaching contract.

G3.B2.S2 Administrators will monitor the implementation of Levels of Complexity in classrooms with fidelity. 4

 S279377

Strategy Rationale

Administrators will ensure that the appropriate strategies indicated in collaborative planning and lesson plans are occurring in classrooms.

Action Step 1 5

Administrators will conduct weekly observations of classroom instruction using the Levels of Complexity.

Person Responsible

Joe Griffin

Schedule

Weekly, from 8/29/2017 to 5/15/2018

Evidence of Completion

Lesson plan checks, teacher feedback forms

Action Step 2 5

Administrators will meet with both grade level teams and individual teachers on the progress of implementing standards-based lessons using the Levels of Complexity

Person Responsible

Joe Griffin

Schedule

Biweekly, from 9/12/2017 to 5/15/2018

Evidence of Completion

Grade level meeting notes, individual teacher feedback forms

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

Administrators will conduct feedback meetings with teachers on results of the implementation of Levels of Complexity with fidelity.

Person Responsible

Joe Griffin

Schedule

Quarterly, from 10/17/2017 to 5/23/2018

Evidence of Completion

Feedback conference meeting notes.

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

Administrators will monitor and support teachers implementing the Levels of Complexity via coaching cycles and feedback conferences.

Person Responsible

Schedule

Monthly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Coaching cycles, teacher conference notes, classroom observations

G3.B3 Teacher perception in science is that it is a 5th grade requirement and not a primary issue **2**

 B263778

G3.B3.S1 Teachers will collaboratively plan rigorous instructional lessons in math & science for grades K-5 **4**

 S279378

Strategy Rationale

This will allow teachers to develop quality plans and promote increases of student achievement in science.

Action Step 1 **5**

Teachers will receive PD on Math and Science Supplemental Support K-5

Person Responsible

Charles Niero

Schedule

On 9/19/2017

Evidence of Completion

Consultative Agreement, Teacher Sign-in sheets

Action Step 2 **5**

Teachers will use Math and Science supplemental resources in science to support instruction

Person Responsible

Charles Niero

Schedule

Weekly, from 9/18/2017 to 5/14/2018

Evidence of Completion

Teacher observations of strategies used in the classroom, coaching observations

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

Administrators will attend collaborative planning meetings of teachers planning science instruction.

Person Responsible

Joe Griffin

Schedule

Every 3 Weeks, from 9/5/2017 to 5/22/2018

Evidence of Completion

Lesson plan checks, formative assessments

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

Administrators will review the results of science instruction using supplemental resources with teachers via formative assessments.

Person Responsible

Charles Niero

Schedule

Quarterly, from 9/25/2017 to 5/17/2018

Evidence of Completion

Weekly assessments, teacher conferences, grade level meeting notes

G3.B3.S2 Teachers will meet in vertical teams to discuss academic progress of students in math & science via Early Release PD days **4**

 S279379

Strategy Rationale

This will allow teachers to share results, strategies and promote inquiry for science during early release days whereby teachers in multiple grade levels are present together.

Action Step 1 **5**

Teachers will meet on Early Release Days in Vertical Teams for Science Articulation

Person Responsible

Charles Niero

Schedule

On 11/15/2017

Evidence of Completion

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

The Principal will facilitate and monitor the vertical team meetings of grade levels in science

Person Responsible

Ingrid Vann

Schedule

Semiannually, from 10/11/2017 to 5/16/2018

Evidence of Completion

Agendas, Powerpoints, teacher discussions.

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

Administrators will survey teachers designed to determine their knowledge of science standards and the instructional alignment for their current grade to both below and above their specific grade assignment.

Person Responsible

Schedule

Monthly, from 1/4/2018 to 5/16/2018

Evidence of Completion










Administrative surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A1 A376494	Teachers will receive and overview on the MTSS process during pre-planning week	Barrios, Marcyne	8/7/2017	MTSS Powerpoints, teacher sign-in sheets	8/8/2017 one-time
G3.B3.S1.A1 A376506	Teachers will receive PD on Math and Science Supplemental Support K-5	Niero, Charles	9/19/2017	Consultative Agreement, Teacher Sign-in sheets	9/19/2017 one-time
G3.B3.S2.A1 A376508	Teachers will meet on Early Release Days in Vertical Teams for Science Articulation	Niero, Charles	11/15/2017		11/15/2017 one-time
G3.B1.S1.A1 A376497	Monthly PLCs on Marzano's Standards-Driven Classrooms	Griffin, Joe	8/24/2017	Teacher sign-in sheets and powerpoint presentations	12/14/2017 monthly
G3.B2.S1.A1 A376502	Administrators will receive PD, academic coaching and support on rigorous instruction in literacy.	Griffin, Joe	10/16/2017	Consultative agreement forms, handouts, professional development resources	1/30/2018 semiannually
G1.MA1 M407203	The Annual Title 1 Parent Involvement Survey designed to indicate the effectiveness of our Parent...	Griffin, Joe	3/12/2018	Results from our Annual Parent Involvement Program Parent Survey	3/12/2018 one-time
G1.B3.S1.MA1 M407201	The school will review our annual Title 1 Parent Survey to look for indicators specific to how we...	Gill, Lisa	3/12/2018	Title 1 Annual Parent Survey	3/12/2018 annually
G1.B3.S1.A2 A376493	Teacher/Parent Student Portfolio Nights	Griffin, Joe	9/25/2017	Parent Sign-in logs, Teacher Observation Notes, Title 1 Compacts	4/23/2018 quarterly
G3.B2.S1.A2 A376503	Teachers participating in the pilot group (Grades 3 & 4) will implement strategies based upon...	Vann, Ingrid	10/31/2017	Administrator observational notes, consultative feedback notes, lesson plan checks.	5/1/2018 biweekly
G3.B2.S1.MA1 M407213	Administrators will evaluate the effectiveness of the coaching program via the consultant's...	Griffin, Joe	5/7/2018	Consultant's annual survey done by the school administrators after completion of the coaching contract.	5/7/2018 one-time
G2.B1.S2.A1 A376496	MTSS monthly meetings in PLCs will be held for teachers to discuss the academic progress of...	Vann, Ingrid	9/14/2017	Meeting minutes, MTSS progress monitoring data	5/10/2018 one-time
G3.B1.S1.A2 A376498	Administrators will observe teachers using strategies taken from the Marzano's Standards-Driven...	Griffin, Joe	10/2/2017	Administrator notes and feedback to teachers	5/11/2018 biweekly
G3.B1.S2.MA1 M407211	Administrators in Leadership Team Meetings will review and discuss the effectiveness of the...	Griffin, Joe	9/15/2017	Agendas, Meeting minutes	5/11/2018 monthly
G1.B2.S1.A1 A376487	Parent Involvement Para and resource room will align school resources with the needs of our...	Gill, Lisa	8/28/2017	Resource room check out log of resources, monthly report of needs of families.	5/14/2018 quarterly
G2.B1.S1.MA1 M407204	Teacher surveys will be used to determine the effectiveness of the understanding of the MTSS...	Barrios, Marcyne	12/4/2017	Teacher surveys via survey monkey	5/14/2018 semiannually
G3.B3.S1.A2 A376507	Teachers will use Math and Science supplemental resources in science to support instruction	Niero, Charles	9/18/2017	Teacher observations of strategies used in the classroom, coaching observations	5/14/2018 weekly
G3.B1.S2.A1 A376499	Teachers will meet in collaborative teams to review plans developed in content areas prior to...	Griffin, Joe	8/22/2017	Administrator observation notes, lesson plans, Instructional alignment tool sheets	5/15/2018 weekly
G3.B2.S2.A1 A376504	Administrators will conduct weekly observations of classroom instruction using the Levels of...	Griffin, Joe	8/29/2017	Lesson plan checks, teacher feedback forms	5/15/2018 weekly
G3.B2.S2.A2 A376505	Administrators will meet with both grade level teams and individual teachers on the progress of...	Griffin, Joe	9/12/2017	Grade level meeting notes, individual teacher feedback forms	5/15/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M407221	Review of FSA benchmark assessments will determine progress towards meeting the goal	Griffin, Joe	10/16/2017	use of iStation reports and Progressmatters performance data	5/16/2018 quarterly
G1.B2.S1.MA1 M407197	School will conduct attitudinal parent survey to parents on the effectiveness of our parent...	Gill, Lisa	11/13/2017	School developed parent surveys	5/16/2018 semiannually
G3.B3.S2.MA1 M407219	Administrators will survey teachers designed to determine their knowledge of science standards and...		1/4/2018	Administrative surveys	5/16/2018 monthly
G3.B3.S2.MA1 M407220	The Principal will facilitate and monitor the vertical team meetings of grade levels in science	Vann, Ingrid	10/11/2017	Agendas, Powerpoints, teacher discussions.	5/16/2018 semiannually
G2.MA1 M407208	MTSS data will be collected and reviewed to determine progress in achieving our goal via meetings...	Barrios, Marcyne	10/19/2017	The school will collect MTSS student data	5/17/2018 quarterly
G3.B3.S1.MA1 M407217	Administrators will review the results of science instruction using supplemental resources with...	Niero, Charles	9/25/2017	Weekly assessments, teacher conferences, grade level meeting notes	5/17/2018 quarterly
G3.B1.S2.A2 A376500	Administrators will observe classroom instruction with fidelity to ensure that the appropriate...	Griffin, Joe	8/29/2017	Administrator observational notes, teacher feedback forms	5/18/2018 weekly
G1.B2.S1.MA1 M407198	Administrators will conduct reviews of the parent involvement program addressing the needs of our...	Griffin, Joe	10/18/2017	Report on the number of families served, observations on the use of resources provided by our parent resource portable.	5/21/2018 quarterly
G1.B2.S1.A2 A376488	Parent Involvement Program coordinator will serve as a liaison between our school business partners...	Gill, Lisa	8/21/2017	Meetings between school business partners and the school, SAC Meeting minutes, PTO By-laws	5/21/2018 annually
G1.B3.S1.A1 A376492	Plan and implement our school instructional parent involvement nights	Gill, Lisa	9/21/2017	Parent sign-in sheets, parent surveys	5/21/2018 triannually
G2.B1.S1.A2 A376495	Teachers will implement an additional 60-min of extra reading instruction (Tier 3)	Copeland, Cathy	8/28/2017	iStation progress monitoring, STAR Reading, Guided Reading data	5/21/2018 one-time
G1.B2.S2.A1 A376489	School will use student agendas to provide academic communication to our families	Gill, Lisa	8/10/2017	Distribution of class sets of student agendas.	5/21/2018 one-time
G1.B2.S2.A2 A376490	School will communicate to parents on school support features via our school answering service	Griffin, Joe	8/10/2017	Purchase agreement contract between the vendor and the school	5/21/2018 daily
G1.B2.S2.A3 A376491	School will utilize and post events to our social media accounts to communicate school activities...	Santos, Antonio	8/7/2017	Review on the number of views of parents visiting our social media sites	5/21/2018 weekly
G3.B1.S2.A3 A376501	Teachers will provide writing and academic vocabulary instruction with fidelity in all content areas	Vann, Ingrid	8/21/2017	Student writing journals, student work samples	5/21/2018 daily
G3.B2.S2.MA1 M407215	Administrators will monitor and support teachers implementing the Levels of Complexity via coaching...		9/18/2017	Coaching cycles, teacher conference notes, classroom observations	5/21/2018 monthly
G1.B3.S1.MA1 M407202	Administrators will attend and be available to support teachers while they conduct teacher/parent...	Griffin, Joe	10/17/2017	Observations of teachers conducting parent conferences on scheduled grade-level parent conference nights during the year.	5/22/2018 quarterly
G2.B1.S1.MA1 M407205	Both the Guidance Counselor and the Principal will monitor both the implementation of PD and PLC's...	Barrios, Marcyne	8/7/2017	Professional development plans of teachers, sign-in sheets, observations of teachers while participating during MTSS scheduled meetings.	5/22/2018 monthly
G3.B1.S1.MA1 M407209	Teacher surveys will be used to determine understanding and further PD needs of teachers who...	Griffin, Joe	10/17/2017	Teacher Survey Monkey feedback results.	5/22/2018 quarterly

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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
G3.B1.S1.MA1  M407210	Administrators will conduct classroom walk thru observations and participate in collaborative...	Griffin, Joe	8/22/2017	Teacher sign-in sheets, classroom observation notes on strategies implemented from Marzano's framework.	5/22/2018 weekly
G3.B2.S1.MA1  M407214	Principal will work collaboratively with the consultant to ensure that strategies suggested will be...	Griffin, Joe	10/23/2017	Summary report of analysis of implementation given by the consultant.	5/22/2018 semiannually
G3.B3.S1.MA1  M407218	Administrators will attend collaborative planning meetings of teachers planning science instruction.	Griffin, Joe	9/5/2017	Lesson plan checks, formative assessments	5/22/2018 every-3-weeks
G2.B1.S2.MA1  M407207	Administrators will review the data of students to ensure that correct implementation of the MTSS...	Vann, Ingrid	8/28/2017	Evidence will include Tier 2 and Tier 3 data sheets and monthly progress monitoring data	5/22/2018 monthly
G3.B1.S2.MA1  M407212	Administrators will observe Level's of Complexity implemented in classrooms and participate in...	Vann, Ingrid	8/22/2017	Teacher lesson plans, teacher classroom observations and teacher feedback notes.	5/22/2018 weekly
G1.B2.S2.MA1  M407199	School will assess the effectiveness of our communication methods to parents	Gill, Lisa	11/13/2017	School will use a parent survey developed in both English and Spanish to assess the effectiveness of our communication to our parents.	5/23/2018 semiannually
G1.B2.S2.MA1  M407200	Administrators will review the progress on increasing the level of communication between our school...	Vann, Ingrid	10/25/2017	Review of annual parent survey, review of the parent night surveys, observation of responses to our social media posts, etc.	5/23/2018 quarterly
G2.B1.S2.MA1  M407206	Teacher surveys will be used to determine the effectiveness of our PLC monthly meetings and how...		10/19/2017	Teacher survey monkey	5/23/2018 quarterly
G3.B2.S2.MA1  M407216	Administrators will conduct feedback meetings with teachers on results of the implementation of...	Griffin, Joe	10/17/2017	Feedback conference meeting notes.	5/23/2018 quarterly

V. Professional Development Opportunities

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

G2. Teachers will implement with fidelity both the academic and behavior components of the MTSS (multi-tiered support services).

G2.B1 Lack of teacher understanding on the MTSS process

G2.B1.S1 Teachers will be provided with support and training on the MTSS process

PD Opportunity 1

Teachers will receive and overview on the MTSS process during pre-planning week

Facilitator

Marcyne Barrios

Participants

All Teachers

Schedule

On 8/8/2017

G3. Teachers will implement rigorous instructional strategies designed to improve core instruction in all content areas

G3.B1 Lack of understanding what Rigor looks like in terms of core instruction

G3.B1.S1 Teachers will receive PD on Marzano's framework for standards-driven classrooms via professional learning community.

PD Opportunity 1

Monthly PLCs on Marzano's Standards-Driven Classrooms

Facilitator

Joe Griffin

Participants

All Teachers K-5

Schedule

Monthly, from 8/24/2017 to 12/14/2017

G3.B2 Lack of Effective Monitoring of Instruction

G3.B2.S1 Administrators will receive academic coaching and literacy support via a consultative agreement with the Center of Educational Leadership.

PD Opportunity 1

Administrators will receive PD, academic coaching and support on rigorous instruction in literacy.

Facilitator

Center for Educational Leadership

Participants

Joe Griffin, Ingrid Vann, Grades 3 and 4 teachers

Schedule

Semiannually, from 10/16/2017 to 1/30/2018

G3.B3 Teacher perception in science is that it is a 5th grade requirement and not a primary issue

G3.B3.S2 Teachers will meet in vertical teams to discuss academic progress of students in math & science via Early Release PD days

PD Opportunity 1

Teachers will meet on Early Release Days in Vertical Teams for Science Articulation

Facilitator

Joe Griffin

Participants

Grade Level Teachers

Schedule

On 11/15/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Parent Involvement Para and resource room will align school resources with the needs of our struggling families				\$26,778.83
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$23,152.33
			Notes: Parent involvement para			
	6150	510-Supplies	1241 - Jesse Keen Elementary School	Title, I Part A		\$3,626.50
			Notes: Parent resource room supplies & resources			
2	G1.B2.S1.A2	Parent Involvement Program coordinator will serve as a liaison between our school business partners and our school				\$0.00
3	G1.B2.S2.A1	School will use student agendas to provide academic communication to our families				\$4,503.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1241 - Jesse Keen Elementary School	Title, I Part A		\$4,503.00
			Notes: Premier student agendas			
4	G1.B2.S2.A2	School will communicate to parents on school support features via our school answering service				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	370-Communications	1241 - Jesse Keen Elementary School	Title, I Part A		\$800.00
			Notes: School answering service			
5	G1.B2.S2.A3	School will utilize and post events to our social media accounts to communicate school activities to parents				\$373.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	530-Periodicals	1241 - Jesse Keen Elementary School	Title, I Part A		\$373.50
			Notes: Home/School Connection Subscription			
6	G1.B3.S1.A1	Plan and implement our school instructional parent involvement nights				\$6,887.58
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1241 - Jesse Keen Elementary School	Title, I Part A		\$5,000.00

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			<i>Notes: Parent Involvement Nights Supplies</i>			
	6150	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$1,260.48
			<i>Notes: Salaries for Teachers attending Title 1 Parent Nights</i>			
	6150	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$627.10
			<i>Notes: Salaries for Paraprofessionals attending Title 1 Parent Nights</i>			
7	G1.B3.S1.A2	Teacher/Parent Student Portfolio Nights				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1241 - Jesse Keen Elementary School	Title, I Part A		\$500.00
			<i>Notes: Paper or Newsletters to parents notifying on parent night events.</i>			
8	G2.B1.S1.A1	Teachers will receive and overview on the MTSS process during pre-planning week				\$0.00
9	G2.B1.S1.A2	Teachers will implement an additional 60-min of extra reading instruction (Tier 3)				\$18,295.05
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	612-Library Books for Existing Libraries	1241 - Jesse Keen Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Accelerated Reader Books for Classroom Libraries</i>			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	Title, I Part A		\$5,871.97
			<i>Notes: Supplies for Implementation of both Tier 2 and Tier 3 levels of support in classrooms.</i>			
	5900	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$9,923.08
			<i>Notes: Guided Reading Support for Small Group Remediation</i>			
10	G2.B1.S2.A1	MTSS monthly meetings in PLCs will be held for teachers to discuss the academic progress of students in core instruction.				\$0.00
11	G3.B1.S1.A1	Monthly PLCs on Marzano's Standards-Driven Classrooms				\$2,398.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	530-Periodicals	1241 - Jesse Keen Elementary School	Title, I Part A		\$2,398.00
			<i>Notes: Books for PD</i>			
12	G3.B1.S1.A2	Administrators will observe teachers using strategies taken from the Marzano's Standards-Driven Classrooms				\$0.00
13	G3.B1.S2.A1	Teachers will meet in collaborative teams to review plans developed in content areas prior to implementation to ensure that effective strategies for academic rigor (Levels of Complexity) are in place.				\$74,349.22

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$65,946.05
<i>Notes: Reading Coach support - Cathy Copeland</i>						
	6300	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$8,403.17
<i>Notes: After School Curriculum Collaborative Planning for Teachers</i>						
14	G3.B1.S2.A2	Administrators will observe classroom instruction with fidelity to ensure that the appropriate levels of complexity are implemented in the classroom.				\$0.00
15	G3.B1.S2.A3	Teachers will provide writing and academic vocabulary instruction with fidelity in all content areas				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1241 - Jesse Keen Elementary School	Title, I Part A		\$6,000.00
<i>Notes: Student composition notebooks, supplies</i>						
16	G3.B2.S1.A1	Administrators will receive PD, academic coaching and support on rigorous instruction in literacy.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Jesse Keen Elementary School	Title, I Part A		\$15,000.00
<i>Notes: Consultative Agreement with the Center for Educational Leadership, Seattle, WA</i>						
17	G3.B2.S1.A2	Teachers participating in the pilot group (Grades 3 & 4) will implement strategies based upon feedback given by the consultant from the Center for Educational Leadership				\$0.00
18	G3.B2.S2.A1	Administrators will conduct weekly observations of classroom instruction using the Levels of Complexity.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	530-Periodicals	1241 - Jesse Keen Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Purchase of Scholastic News & Time for Kids</i>						
19	G3.B2.S2.A2	Administrators will meet with both grade level teams and individual teachers on the progress of implementing standards-based lessons using the Levels of Complexity				\$0.00
20	G3.B3.S1.A1	Teachers will receive PD on Math and Science Supplemental Support K-5				\$62,352.82
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1241 - Jesse Keen Elementary School	Title, I Part A		\$62,352.82
<i>Notes: Math/Science Coach - Charles Niero.</i>						

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21	G3.B3.S1.A2	Teachers will use Math and Science supplemental resources in science to support instruction				\$13,045.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	1241 - Jesse Keen Elementary School	Title, I Part A		\$6,045.00
			Notes: Reflex Math & Gizmos Curriculum Supplementals for Math & Science Gizmos			
	5100	530-Periodicals	1241 - Jesse Keen Elementary School	Title, I Part A		\$7,000.00
			Notes: Purchase of Studies Weekly Science Supplementals			
22	G3.B3.S2.A1	Teachers will meet on Early Release Days in Vertical Teams for Science Articulation				\$0.00
Total:						\$236,283.00