

Polk County Public Schools

Jesse Keen Elementary School



2019-20 Schoolwide Improvement Plan

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Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

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

Demographics

Principal: Jennifer Dettling

Start Date for this Principal: 10/16/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (42%) 2016-17: C (44%) 2015-16: C (41%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	82%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Griffin, Joe	Principal	Joseph A. Griffin, Jr. - Principal - Administrator. Mr. Griffin serves as the principal of the school. Mr. Griffin was assigned to Jesse Keen in October, 2013. 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 1 2, 3 and ESE instructional staff.
Vann, Ingrid	Assistant Principal	Ingrid Vann - Assistant Principal - Administrator. Mrs. Vann serves as the assistant principal of the school. Mrs. Vann was assigned to Jesse Keen in November, 2013. 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, and is responsible for evaluating Grades K, 4, 5 and Special area teachers. Mrs. Vann chairs the assessment committee and assigns roles to members of the assessment team regarding state-wide assessments.
Barrios, Marcyne	School Counselor	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's overall attendance program. Mrs. Barrios chairs our school's student wellness team and supports our students mentoring program.
Copeland, Cathy	Instructional Coach	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.
Niero, Charles	Instructional Coach	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.
Gill, Lisa	Paraprofessional	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.

Name	Title	Job Duties and Responsibilities
Ramdehal, Maya	Teacher, K-12	Maya Ramdehal - Third Grade Teacher - Mrs. Ramdehal is a one of the members of our school cohort team responsible for providing peer support to teachers in regards to the implementation of curriculum strategies taken from Learning Sciences International (LSI).

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	90	114	94	119	103	112	0	0	0	0	0	0	0	632
Attendance below 90 percent	39	34	25	34	23	31	0	0	0	0	0	0	0	186
One or more suspensions	9	2	0	2	4	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	3	9	16	37	9	3	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	60	44	87	0	0	0	0	0	0	0	191

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	9	9	16	34	25	31	0	0	0	0	0	0	0	124

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	3	9	29	0	0	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	4	1	2	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)
32

Date this data was collected or last updated
Thursday 7/18/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	42	38	39	41	38	33	0	0	0	0	0	0	0	231
One or more suspensions	4	8	13	10	10	14	0	0	0	0	0	0	0	59
Course failure in ELA or Math	1	18	5	5	0	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	79	76	57	0	0	0	0	0	0	0	212
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	42	38	39	41	38	33	0	0	0	0	0	0	0	231
One or more suspensions	4	8	13	10	10	14	0	0	0	0	0	0	0	59
Course failure in ELA or Math	1	18	5	5	0	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	79	76	57	0	0	0	0	0	0	0	212
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	51%	57%	31%	51%	55%
ELA Learning Gains	47%	51%	58%	47%	53%	57%
ELA Lowest 25th Percentile	57%	49%	53%	63%	50%	52%
Math Achievement	37%	57%	63%	42%	58%	61%
Math Learning Gains	39%	56%	62%	49%	57%	61%
Math Lowest 25th Percentile	41%	47%	51%	59%	49%	51%
Science Achievement	32%	47%	53%	19%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	90 (0)	114 (0)	94 (0)	119 (0)	103 (0)	112 (0)	632 (0)
Attendance below 90 percent	39 (42)	34 (38)	25 (39)	34 (41)	23 (38)	31 (33)	186 (231)
One or more suspensions	9 (4)	2 (8)	0 (13)	2 (10)	4 (10)	9 (14)	26 (59)
Course failure in ELA or Math	3 (1)	9 (18)	16 (5)	37 (5)	9 (0)	3 (0)	77 (29)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	60 (79)	44 (76)	87 (57)	191 (212)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	52%	-22%	58%	-28%
	2018	23%	51%	-28%	57%	-34%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	21%	48%	-27%	58%	-37%
	2018	29%	48%	-19%	56%	-27%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
05	2019	29%	47%	-18%	56%	-27%
	2018	36%	50%	-14%	55%	-19%
Same Grade Comparison		-7%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	56%	-15%	62%	-21%
	2018	42%	56%	-14%	62%	-20%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	38%	56%	-18%	64%	-26%
	2018	42%	57%	-15%	62%	-20%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2019	23%	51%	-28%	60%	-37%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	56%	-14%	61%	-19%
Same Grade Comparison		-19%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	45%	-15%	53%	-23%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	44	58	24	55	76	9				
ELL	25	54	67	35	43	44	26				
BLK	20	30		24	26		18				
HSP	28	52	66	38	42	44	30				
MUL	42	40		67	50						
WHT	29	40		38	32		38				
FRL	28	49	58	36	39	43	34				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	50		21	40	27					
ELL	31	42	44	46	51	24	39				
BLK	13	41		23	35	36					
HSP	36	45	50	50	52	27	47				
MUL	54			54							
WHT	28	49	58	44	39		54				
FRL	32	45	49	45	47	32	40				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	52	64	24	39	55	19				
ELL	20	48	75	42	55	72	7				
BLK	17	27		25	45						
HSP	28	52	76	43	53	71	17				
WHT	41	44		47	34		24				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	30	42	56	42	46	53	20				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading Achievement

- * Student in 3rd grade lacked foundational skills in Reading based upon 2nd grade performance.
- * The loss of a 4th grade anchor teacher for Reading.

* Large number of students who performed at Level 2 within 10 scale score points from achievement Level 3 in grades 3 - 5 in ELA.

* Multiple teachers in reading in 2 out of 5 classes teaching ELA in 5th grade.

Trends

Based upon focus areas, achievement scores declined whenever the push for reading gains is the focus.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Achievement showed the greatest decline - 12% points. The school departmentalized in grade 5. 2 teachers were responsible for science instruction. The loss of one of the teachers in October resulted in substitutes teaching science instruction 2 out of the 5 grade 5 classes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Data is unavailable from the state at this time.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains of the Lowest 25%. We provided a list of students who ranked in the lowest 25% in both ELA and Math to our teachers during both FTE surveys (October and February). Teachers identified these students and implemented interventions to aid in their increase.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Number of students who scored Level 1 on state assessments
High number of students who have attendance rates of < 90%

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Overall Grade Level Proficiency
2. Student Learning Gains
3. ESSA Data
4. Student Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Overall Student Proficiency
Rationale	Results taken from the 2018-2019 FSA ELA assessments indicated that Jesse Keen Elementary scored 28% for ELA achievement, a decrease of 4% from the previous year; 37% for Math achievement, a decrease of 11% from the previous year; and 32% for the Science State Assessment, a decrease of 12% from the previous year. This represents an achievement gap of 20% from the district (ELA), 14% for Math, and 16% for Science. Evidence exists that there is a need to continue closing the achievement gap between the school and the district achievement results.

State the measurable outcome the school plans to achieve	During the 2019-2020 year, students in grades 3-5 in ELA will demonstrate 35% proficiency in ELA, 40% proficiency in Math, and 45% proficiency in Science, as measured by the 2020 State Assessments. This represents an increase of 7 percentage points in ELA, 3 percentage points in Math, and 13 percentage points in Science.
Person responsible for monitoring outcome	Joe Griffin (joe.griffin@polk-fl.net)
Evidence-based Strategy	The evidence-based strategy that will be implemented for achieving this area of focus will be the development and implementing learning targets and success criteria for standards-based lessons in ELA, Math and Science.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is learning targets details the essential knowledge and skills students must understand and be able to do to demonstrate understanding of the standards. Student success criteria allow students to determine exactly what they need to know and do in order to achieve the learning target for the day. The level of evidence will be student work samples and formative assessment artifacts. Resources will consists of but not limited to: State Standards, District Curriculum Maps, Use of Standards Trend Tracker Tools, Use of Student Success Criteria Tools.

Action Step

Description	<ol style="list-style-type: none"> 1. Professional Development will be provided for teachers, coaches and administrators in the area of target-task alignment and development of student success criteria. A consultant (Learning Sciences International -LSI) will be secured to provide training to our school instructional staff in this area. 2. Teachers will develop standards-based lessons during both in school and after school curriculum planning. Nearpod will be used to help develop presentations of these standards-based lessons. Substitutes for primary teachers who will meet in Vertical Teams for the purpose of teacher articulation, rigor and gallery walks to view other classrooms, and share best practices. 3. Professional Development for teachers and support staff in the areas of data disaggregation, academic student teaming, second order change, and growth mindset. 4. Purchase books for classrooms and the media center to provide more opportunities for students to read. 5. LSI tracking software will be used and the school will conduct periodic rigor walks to monitor complexity levels of standards, the alignment of student tasks to both learning targets and standards, and academic team activities. 6. Laptops and iPads - to assist students" understanding and development of standards-based lessons and to assess students' progress via the school's assessment platforms. 7. Teachers will attend LSI Conference to further their understanding of Academic
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Teaming, Rigor in the Classroom, and Developing Standards and Learning Targets.

8. Students in Grades 3-5 will be provided enrichment activities in science simulations during science instruction using Gizmos.

9. The school will employ two (2) academic coaches (Literacy and Math/Science), for the purpose of assisting teachers in PLCs, conducting coaching cycles for teachers who may need assistance with instruction, and helping administration in the development of standards-based instruction within our building. Supplies will be purchased in order to assist our coaches in implementing the coaching process.

10. The school will employ one (1) para professional for the purpose of conducting the school's Parent/Families Engagement program. The program's focus will be to bridge the academic connection between the school and the homes of the families of our students.

11. Supplemental Curriculum Resources - Time for Kids will be used to help students' understanding of the world around them.

12. Instructional Supplies - Will be used to help supplement instructional resources for students. This will consist of, but limited to Ink for printing, pencils, notebooks for students, paper for printing assessments, etc.

**Person
Responsible**

Joe Griffin (joe.griffin@polk-fl.net)

#2	
Title	Student Learning Gains & Lowest Quartile
Rationale	Results taken from the 2018-2019 FSA ELA and Math assessments indicated that Jesse Keen Elementary scored 47% for ELA Gains, an increase of 1% from the previous year; 57% for ELA Gains of the Lowest 25% , an increase of 7% from the previous year; 39% for Math Gains, a decrease of 8% from the previous year; and 41% for Math Gains of the Lowest 25%, an increase of 11% from the previous year. This represents an achievement gap of 3% from the district ELA Gains, 15% above the District for ELA Gains of the lowest 25%, 14% achievement gap from the district Math Gains, and 1% achievement gap from the district Math Gains of the Lowest 25%. Evidence exists that there is a need to continue closing the achievement gap between the school and the district results for student learning gains.
State the measurable outcome the school plans to achieve	During the 2019-2020 year, students in grades 3-5 will demonstrate 50% Learning Gains in ELA, 60% Learning Gains of the Lowest 25% in ELA, 45% Learning Gains in Math, and 55% Learning Gains of the Lowest 25% in Math as measured by the 2020 State Assessments. This represents an increase of 3 percentage points in ELA Gains, 3 percentage points in ELA Gains of the Lowest 25%, 6 percentage points in Math Gains, and 14 percentage points in Math Gains of the Lowest 25%.
Person responsible for monitoring outcome	Ingrid Vann (ingrid.vann@polk-fl.net)
Evidence-based Strategy	During the 2019-2020, Jesse Keen Elementary will focus on supporting students identified in the ESSA report (White and African-American), students who demonstrated Level 2 and below, and struggling primary students through Tier 2 and Tier 3 interventions of the MTSS process.
Rationale for Evidence-based Strategy	Multiple Tier System of Support (MTSS) allows students to receive additional academic support interventions designed to help close the achievement gaps between them and they on-level counterparts. This allows students to have dedicated interventions to assist in the understanding of standards, more time in order to master content, and monitor the progress of students in the process. The level of evidence will be indicated through the use of Tier 2 and Tier 3 progress monitoring forms via classroom teachers, MTSS planning meetings, and student data discussions in PLCs. The criteria used to make this determination will consist of summative test data, progress monitoring data, teacher observations.
Action Step	
Description	<ol style="list-style-type: none"> 1. The school will conduct periodic rigor walks to monitor complexity levels of standards, the alignment of student tasks to both learning targets and standards, and academic team activities. The school will purchase tracking software (LSI) through the school's Title I funds to assist in this process. 2. After school tutoring will be provided for struggling students in the areas of reading and math. This will be provided through the school's Title I funds. Ready Florida will be used as a curriculum resource for students in extended learning. Classroom supplies will be purchased for students in the tutoring program. This will be provided through the school's Title 1 funds. 3. The school will conduct monthly PLCs with teachers to discuss student progress and interventions. 4. The school will provide and extra hour of reading intervention instruction for all grade levels K-5. During the power hour portion, teachers will implement guided reading

- strategies with students using the A-Z learning program. The purchase of the program Reading A to Z will be provided through the school's UniSIG funds. Primary students will use listening centers as one of the technological aid used during center rotations in small group instruction. This will be provided through the school's Title I funds. With regards to small group instruction, students will use composition notebooks to document lessons learned while in the classroom. This will be provided through the school's Title I funds.
5. The School will purchase additional books for both classrooms (classroom libraries) and the media center to provide more opportunities for students to read. This will be provided through both the school's Title I and UniSIG funds.
 6. The school will provide a dedicated time for small group math during the math block for all grade levels K-5. Teachers will provide supplemental activities via individualized instruction using the program FRECKLE provided by the district.
 7. The school will provided additional extended learning resources (Ready Florida) for students to practice at home. Parent training will be provided via after school parent night, to train parents on how to help student use the materials in their homes. The additional resources, supplies for the parent night training and additional teachers as facilitators during the training will be provided through the school's UniSIG funds.
 8. Students will be provided additional support in the areas of phonological awareness and phonics using the program SIPPS (Systematic Instruction Phonological Phonics Sight Words) during Tier 2/Tier 3 instruction. This will be provided through the school's UniSIG funds.
 9. The school will provide funding for admission for field trips and provide transportation for both teachers and students. This will allow our students to gain experiences outside of the classroom.
 10. Interventions in Reading (Tier 3 Instruction) will be given to our targeted subgroups, identified in the school's 2019 ESSA report (African-American & White students).

Person Responsible Ingrid Vann (ingrid.vann@polk-fl.net)

#3	
Title	Student/Staff Attendance
Rationale	Evidence exist that during the 2018-2019 year, 186 students demonstrated attendance at or below 90 percent for the year. This results in a decrease of 45 students (231) from the previous year's result of students whose attendance was at or below 90 percent.

State the measurable outcome the school plans to achieve	During the 2019-2020 year, the level of students attendance below 90 percent will decrease from 186 students to 158 students. This represents a decrease of 15% from the previous year
Person responsible for monitoring outcome	Marcyne Barrios (marcyne.barrios@polk-fl.net)
Evidence-based Strategy	The school will use the following evidence-based strategies designed to reduce the number of student and teacher absences from the previous year: 1. Parent Communication, 2. Attendance conference with parents, 3. Student/Teacher rewards and recognitions for both punctuality and attendance and, 4. Parent Activity Nights.
Rationale for Evidence-based Strategy	The rational for selecting this strategy is when students and staff are present in school, the likelihood of student achievement increases. Teacher attendance rates affect both achievement and the learning gains of students. Students are more comfortable with their specific teachers rather than a substitute. The resources used to make this determination is the data for both students and teachers taken from the 2018-2019 students' attendance rates for Jesse Keen Elementary.

Action Step	
Description	<ol style="list-style-type: none"> 1. Grade level attendance goals along with monthly targets will be established in collaboration with administration. 2. Grade level attendance targets will be prominently displayed throughout the school. 3. Incentives will be established for students meeting quarterly attendance targets. 4. Teachers will alert the guidance counselor of students who demonstrate excessive absences for the month 5. 9-week rewards activities for students will be done to encourage student attendance in school. 6. Special announcements and competitions between teachers to encourage staff attendance.
Person Responsible	Marcyne Barrios (marcyne.barrios@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Recruitment/Retention:
Effective 2019-2020, staff development will be provided after school for teachers new to Jesse Keen Elementary. This will provide opportunities for new teachers to develop pedagogy of teaching, effective

practices, classroom management techniques and ask questions in a safe environment that is specifically for teachers new to our school.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- * CHAMPS
- * PBIS
- * Mentoring Programs

All students participate in a curriculum before the school day, designed to teach students mental health coping skills (Sanford-Harmony).

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. 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. 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. 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.

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.

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 C

Migrant students at Jesse Keen will be assisted by the school and by the District Migrant Education Program (MEP). Students are prioritized for supplemental services based on need and migrant status. Teacher Advocates monitor the progress of these students and provide supplemental academic support. Home-School Liaisons identify and recruit migrant students and their families.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. Counselors at schools help facilitate the transfer of records and placement.

Title II

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

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 IX- Homeless

The Hearth program, provides support for identified homeless students. Many activities implemented by the Hearth program are carried out in cooperation with the MEP

Violence Prevention Programs

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

Head Start

Jesse Keen will maintain its Head Start program which includes two classes of children. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Professional development is offered to Head Start teachers and Head Start Parents are invited to participate in parent workshops and school activities.

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

The school conducts both a college and career day for students (January) and the Great American Teach-in in April. Speakers are invited to share with students about their careers, opportunities for securing jobs in the future and employment requirements. Parents are invited to an informational meeting about the world of a college education and how students can receive scholarships to attend post-secondary education.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Overall Student Proficiency				\$293,483.01
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		\$96,160.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	150-Aides	1241 - Jesse Keen Elementary School	UniSIG		\$6,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$7,815.24
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$194.10
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		\$24,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	150-Aides	1241 - Jesse Keen Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$2,065.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$51.30
			<i>Notes: Recruitment/Retention Stipends</i>			

	5500	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	150-Aides	1241 - Jesse Keen Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	150-Aides	1241 - Jesse Keen Elementary School	UniSIG		\$1,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$76.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$1.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			

	6400	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	1241 - Jesse Keen Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	1241 - Jesse Keen Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$918.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$22.80
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	369-Technology-Related Rentals	1241 - Jesse Keen Elementary School	UniSIG		\$2,750.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - Gizmos - Math</i>			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$27,951.24
			<i>Notes: Classroom Libraries and/or guided reading books</i>			
	6200	610-Library Books	1241 - Jesse Keen Elementary School	UniSIG		\$28,845.63
			<i>Notes: Library Books Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
	5100	644-Computer Hardware Non-Capitalized	1241 - Jesse Keen Elementary School	UniSIG		\$20,000.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - iPads (50)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1241 - Jesse Keen Elementary School	UniSIG		\$3,236.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- iPad Carts (2)</i>			
	5100	519-Technology-Related Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$1,750.00
			<i>Notes: Technology-Related Supplies - iPad Cases (50)</i>			
	7730	330-Travel	1241 - Jesse Keen Elementary School	UniSIG		\$2,000.00
			<i>Notes: Travel - Out of County/In State - Travel expenses to include registration, hotel, mileage, and per diem to attend LSI Conference - Administration (2)</i>			

	6400	330-Travel	1241 - Jesse Keen Elementary School	UniSIG		\$18,000.00
			<i>Notes: Travel - Out of County/In State - Travel expenses to include registration, hotel, mileage, and per diem to attend LSI Conference - Teachers (18)</i>			
	6300	310-Professional and Technical Services	1241 - Jesse Keen Elementary School	UniSIG		\$6,528.00
			<i>Notes: Professional and Technical Services - Reimbursement to Kelly Services for substitutes during contact hours for instructional staff participating in collaborative planning</i>			
2	III.A.	Areas of Focus: Student Learning Gains & Lowest Quartile				\$39,325.90
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$7,000.00
			<i>Notes: Instructional Supplies - SIPPS</i>			
	5900	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		\$274.11
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		\$175.00
			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring</i>			
	5900	140-Substitute Teachers	1241 - Jesse Keen Elementary School	UniSIG		\$100.00
			<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	150-Aides	1241 - Jesse Keen Elementary School	UniSIG		\$75.00
			<i>Notes: Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring</i>			
	5900	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		\$52.86
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$47.74
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$1.19
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
	5900	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$13,500.00
			<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs - Ready Florida</i>			
	5100	369-Technology-Related Rentals	1241 - Jesse Keen Elementary School	UniSIG		\$3,300.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - RAZ Kids (Learning A-Z)</i>			

	5100	369-Technology-Related Rentals	1241 - Jesse Keen Elementary School	UniSIG		\$3,300.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - Reading A-Z (Learning A-Z)</i>			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$1,500.00
			<i>Notes: Instructional Supplies - Paper for A-Z</i>			
	5100	519-Technology-Related Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$10,000.00
			<i>Notes: Technology Supplies - ink for printing A-Z</i>			
3	III.A.	Areas of Focus: Student/Staff Attendance				\$0.00
					Total:	\$343,491.50