

Polk County Public Schools

Jesse Keen Elementary School



2020-21 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: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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SIP Authority

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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. 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, position title, and job duties/responsibilities 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.
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.

Demographic Information

Principal start date

Wednesday 7/1/2020, Jennifer Dettling

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	88	99	128	113	106	95	0	0	0	0	0	0	0	629
Attendance below 90 percent	35	38	28	33	30	16	0	0	0	0	0	0	0	180
One or more suspensions	7	9	12	4	6	17	0	0	0	0	0	0	0	55
Course failure in ELA	2	4	6	9	1	0	0	0	0	0	0	0	0	22
Course failure in Math	1	1	0	0	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	19	18	32	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	11	21	27	0	0	0	0	0	0	0	59
Dec. 2019 Star Reading Level 1	0	0	0	32	40	44	0	0	0	0	0	0	0	116
Dec. 2019 Star Mathematics Level 1	0	0	0	20	32	35	0	0	0	0	0	0	0	87

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	14	20	22	31	42	0	0	0	0	0	0	0	129

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	1	3	3	4	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	3	1	3	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Wednesday 6/10/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
	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				
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%	0

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%	0

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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

* Students in grades 3-5 lacked foundational skills in Reading based upon history of progress monitoring performance in primary grades.

* 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 was the focus.

(i.e - focus area for increase learning gains in ELA Low 25% increased however, proficiency for ELA declined.)

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. Two teachers were responsible for science instruction. The loss of one of the teachers in October resulted in substitutes teaching science instruction two out of the five 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.

4th Grade ELA Achievement & 5th Grade Math Achievement had the greatest gap when compared to the state average. The factor that contributed to this gap was in for both 4th grade ELA and 5th Grade Math, teachers did not necessarily teach to the depth of the standards for in these areas. The concept of aligning tasks to the standard was a new concept for teachers. Trends indicate a decline in the achievement levels for both 4th and 5th grade from 2017-2018 and 2018-2019.

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 identified 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 targeted interventions which aided in the improvement in this category.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Number of students who scored Level 1 and Level 2 on the 2019 state assessment.
Continued 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. Increasing the overall proficiency of students in grades 3-5 on FSA
2. Remediation of Foundational Skills in Reading of targeted low performing students, Grades K-5.
3. Use of Common Formative Assessments in Instruction

4. Standards-based lessons at the level of complexity with Learning Targets and Success Criteria
5. Improve writing across the curriculum in all grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Teachers will collaboratively plan, develop and implement standards-based lessons with tasks aligned to the depth of the standard, along with learning targets and success criteria to improve student achievement in all content areas. Students will be exposed to both the intent of the standard and rigor for the standard, which will aid on their current learning level of closing the achievement gap in proficiency in all content areas. In the past, students received instruction that was not necessarily at the depth of the standard. In addition, tasks performed by students were not at the depth necessary and lacked the rigor required for them to demonstrate mastery for student proficiency in all content areas. Effective 2020-2021, FSA learning gains will be measured for students in Grade 5 and students in grade 4 who participated in FSA testing for the 2018-2019 school year. Due to the COVID-19 pandemic, students will participate in either brick and mortar or eLearning curriculum. 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 represented 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. African-American and White subgroups performed below 41% in ELA, Mathematics and Science.

Measurable Outcome: As a result of standards-based instruction taught in all content areas, 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 2021 FSA State Assessments. This represents an increase of 7 percentage points in ELA, 3 percentage points in Math, and 13 percentage points in Science. Student learning will be monitored through teacher common formative assessments and district progress monitoring assessments (STAR, iStation and Freckles.)

Person responsible for monitoring outcome: Joe Griffin (joe.griffin@polk-fl.net)

Evidence-based Strategy: Rigorous Learning for All students - The Leadership Team of Jesse Keen Elementary will use this model in order to help teachers improve students' access to rigorous learning. The team will meet monthly to examine key areas of the school's curriculum, support in elementary school courses, how teachers use daily time. Models of schools utilizing techniques of this strategy will be viewed by the team in order to determine appropriate implantation at our school.

Rationale for Evidence-based Strategy: If Jesse Keen is to improve the overall achievement levels of students in all content areas, teachers and administrator must learn how to assess the effectiveness of planning, and implementing standards-based instruction with rigorous tasks. The strategy Rigorous Learning for all students was selected due to specific questions and Look Fors contained in this model that addresses the Needs Assessment of our school. The resources for this model will be discussions in PLC groups with school staff to measure the level of rigor occurring at our school.

Action Steps to Implement

1. LSI strategies taken from previous trainings, cohorts and conferences will be used for all staff. New teachers will have PD on the development of standards-based lessons with tasks aligned. Expectations for teachers implementing virtual instruction will be the same as in brick and mortar.
2. Administrators will monitor subgroups (African-American & White) progress and students who are

participating in eLearning curriculum via checkins in the Schoology platform.

3. The school will provide both Classroom libraries, media center books, coaches supplies and classroom supplies including ink and toner in addition to virtual subscriptions for students who are enrolled for eLearning.
4. Both students in brick and mortar and eLearning will have the access of technology to include Keyboard iPad cases for students to enhance use of iPads.
5. eLearning students will participate in the Schoology LMS platform (daily) and brick and mortar students (1 per week).

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

1. Reading Interventionist and Classroom Para for small group remediation - grades 3-5.
2. Additional para to support remediation for grades K-2 from UniSIG funding.
3. Coaching support for teachers new to teaching.
4. Learning A-Z resources for Guided Reading block.
5. eLearning teachers will provide small group instruction support to students in the MTSS process via ZOOM breakout rooms on a daily basis.

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

1. After school collaborative planning.
2. Use of Ready Florida in Extended Learning - Grades 3-5., Pdf files made available for eLearning students.
3. Implement Step Up To Writing in Grades K-5. for both brick and mortar and eLearning students.
4. Implement Power Hour (K-5), both brick and mortar and eLearning students.
5. SIPPS for foundational skills of low-level students, K-2 for both brick and mortar and eLearning students.

Person Responsible Cathy Copeland (cathy.copeland@polk-fl.net)

1. Math and Science hands on strategies and manipulatives in Grades K-5 (Gizmos and Reflex Math.) both virtual and brick and mortar.
2. Nearpod for presenting standards-based lessons, brick and mortar; SMART presentations via Schoology for eLearning students.
3. Studies Weekly in Social Studies for small group instruction, both brick and mortar and elearning students.
4. Schoology LMS platform for curriculum instruction for both brick and mortar (1 per week) and eLearning students (daily).

Person Responsible Charles Niero (charles.niero@polk-fl.ney)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

During the 2018-2019 year, 186 students demonstrated attendance at or below 90 percent for the year. This resulted in a decrease of 45 students (231) from the previous year's result of students whose attendance was at or below 90 percent. While our school is moving towards decreasing the number of students in attendance at or below 90 percent, the number of students in this Early Warning System category continues to remain at a high number of students. A review of the data from the 2018-2019 FSA assessment indicates that a majority of the students whose attendance was at or below 90 percent scored Level 1 and/or Level 2 on the assessment. Due to the COVID-19 pandemic, our school has students participating in both brick and mortar and eLearning instruction. Although we stress the importance to our parents of students' attendance at school, we will also stress the importance of students staying home if/when they are too ill to attend school each day. Students who participate in distance learning and/or ill at home will be afforded the opportunity of instruction via our district virtual platform. In theory, if students are in attendance at school on a daily basis, they can receive the necessary education and experiences in order to demonstrate both proficiency the state assessment and become life long learners and contributors to a global society.

Measurable Outcome:

During the 2020-2021 year, the level of students attendance below 90 percent will decrease from 186 students to 47 students. This represents a decrease of 75% from the 2018-2019 school year.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

The school will use the following evidence-based strategies designed to reduce the number of student absences from the 2018-2019 school year:

1. Parent Communication - Daily student absences will be communicated to parents through our school messenger system. Parents will be updated frequently on their child's rate of attendance via letters and email communications. The school will display daily attendance numbers for parents to view.
2. Attendance conferences with parents - we will continue to hold attendance conferences with parents (virtual) of targeted children who have demonstrated attendance at or less than 90% . Targeted goals will be established and monitored for these students.
3. Parent Activity Nights - We will conduct presentations (virtual) to parents during our school parent nights on the importance of understanding the relationship of student attendance and academic success.
4. Targets for Grade levels - We plan to establish and monitor grade level attendance goals.

Rationale for Evidence-based Strategy:

The rationale for selecting this strategy is when students are present in school, the likelihood of student achievement increases. Student attendance rates affect both achievement and the learning gains of students. When students are in school, they establish better relationships with peers, receive mentoring from teachers and gain knowledge that will help them become successful in the future. 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 Steps to Implement

1. The school will continue to use the Title 1 Parent Involvement Para Salary to help with communication to parents, update the school social media platform and assist with parent involvement supports indicated

under the Title 1 grant.

2. Virtual parent nights will include information to parents on the importance of attending school.
3. Parent conferences will be held every 9-weeks.
4. Communication support and monitoring of absentee students who are brick and mortar and eLearning will occur weekly via guidance.
5. The school will utilize a para for the purpose of monitoring attendance of students, set student goals and assisting with the student attendance process.
6. The school will distribute devices to students who are registered in eLearning classrooms.
7. Administrators will monitor eLearning classrooms to check for daily student attendance via weekly checkin conferences with eLearning teachers.

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

1. Supplies for the Title 1 Parent Portable
2. Subscription for Home School Connection
3. Incentives for students who reach monthly attendance goals (Awards certificates, etc.)
4. The school will monitor students who are in attendance in eLearning via teachers, administrators and the attendance para.
5. To promote healthy student practices in order to increase attendance rates, the school will implement the use of social distancing, wearing of masks, scheduled hand washing and care of using materials assigned to individual students. Temperature checks will be done daily of all students entering the building.
6. Devices will be provided to students who have the need to be away from school for a prolonged period of time due to illness or for disciplinary reasons.

Person Responsible Lisa Gill (lisa.gill@polk-fl.net)

1. Teachers will alert the guidance counselor of students who demonstrate excessive absences for the month.
2. Establish and monitor grade level goals (monthly) of targeted students.
3. The guidance counselor will monitor students who are in need of mental health services and support families of students who are absent due to family issues.

Person Responsible Marcyne Barrios (marcyne.barrios@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Both the school leadership team and grade level leadership members will conduct monthly meetings for the purpose of analyzing the progress in reducing and/or eliminating the barriers indicated in Section 2.E. of the Needs Assessment/Analysis section. Additional support (coaching) and feedback (monitoring) will be provided to teachers throughout the academic year via weekly walk through observations. The school will implement and update progress via an Action Board displayed in the professional development room for the purpose of tracking the progress of the school improvement initiatives for the year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Jesse Keen Elementary addresses building a positive school culture and environment by involving the following stakeholders:

1. Teachers - Jesse Keen Elementary school teachers are involved in various extra-curricular activities with our students. Our teachers help facilitate after-school interest clubs such as our Garden, Band, Chorus and Literacy clubs. Our school mentors students both before and after school for the purpose of preparing them to become successful contributors to our future. Both our school G.I.R.L.S. club and the McKeel Academy Mentoring/Reading Club helps students to understand about themselves and how they can establish successful academic and personal goals. Our school also conducts Title 1 parent nights for parents to learn how to help their children at home in the academic content areas. We conduct an annual FSA night to help parents understand the requirements of our state assessment as it relates to our 3-5 grade students. Teachers are directly involved in facilitating and presenting at these events. Several teachers adopt families during the year, providing resources for students during the holidays and volunteer tutoring students after school. The school builds relationships with our families by holding three major outreach events, 1. Annual Multi-Cultural Night 2. Annual Thanksgiving Luncheon for parents & students, and 3. Annual Picnic-on-the-Lawn for parents and students at the end of the school year. These events foster positive relationships between the school and the parent community.
2. Faith-based & Local Communities - Our school has strong relationship supports with several of our local businesses and retirement communities. Both stakeholders support our school through donations of time, financial resources, feeding our most needy families, and providing school supplies to our students at the beginning of the year. Our school continues to be a distribution site for the Toys-for-Tots organization sponsored by the United States Marine Corps. This relationship has allowed our families the opportunity to receive gifts during the holiday season. Jesse Keen Elementary receives annually monetary support from a local retirement community of educators from Canada. These funds are used to provide clothing for our needy students during the holidays. In turn, these residents perform Carols for our students prior to the holiday break. This tradition has been in place at our school for several years. We continue to have support relationships with our local area churches, by which several representatives volunteer hours at our school reading to our students.
3. Business Partners and Parent Volunteers - Our school has a C.A.T. (Community Action Team) that meets twice per year with the school principal. The purpose of these meetings is to update the community team on the programs and progress of the school. The school SAC committee meets monthly to discuss both the progress of the school and helps monitor the initiatives indicated in the SIP plan. Finally, our parent volunteers donate volunteer hours in assisting our classrooms with projects, helping chaperone field trips, supervising school events, assisting in the main office, and providing donations to our school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$281,244.51
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1241 - Jesse Keen Elementary School	UniSIG	3.0	\$46,350.03
			<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		\$4,635.00
			<i>Notes: Retirement - 8.47% - Instructional Personnel</i>			
	5100	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$3,545.78
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	1241 - Jesse Keen Elementary School	UniSIG		\$27,864.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	1241 - Jesse Keen Elementary School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$88.07
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		\$17,722.34
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 14 teachers - 2.5 hours per week - 25 weeks</i>			
	5900	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		\$1,822.24
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$1,394.01
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$34.63
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
	5900	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		\$1,723.46
			<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 1 interventionist - 2.5 hours per week - 25 weeks</i>			
	5900	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		\$122.35
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			

5900	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG	\$93.59
		<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>		
5900	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG	\$2.32
		<i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i>		
6300	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG	\$51,766.80
		<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 43 teachers - 44.5 hours each</i>		
6300	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG	\$4,128.00
		<i>Notes: Retirement - 8.47%- Curriculum Planning</i>		
6300	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG	\$3,157.92
		<i>Notes: Social Security - 7.65% - Curriculum Planning</i>		
6300	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG	\$78.43
		<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>		
6300	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG	\$2,880.00
		<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 coaches - 32 hours each</i>		
6300	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG	\$288.00
		<i>Notes: Retirement - 8.47%- Curriculum Planning</i>		
6300	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG	\$220.32
		<i>Notes: Social Security - 7.65% - Curriculum Planning</i>		
6300	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG	\$5.47
		<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>		
5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG	\$14,331.74
		<i>Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, markers, chart paper, binders, folders, etc...</i>		
5100	644-Computer Hardware Non-Capitalized	1241 - Jesse Keen Elementary School	UniSIG	\$19,700.00
		<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 50 iPads</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- 2 carts</i>		

	5100	519-Technology-Related Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$5,000.00
			<i>Notes: Technology-Related Supplies - 50 iPad Cases</i>			
	5900	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$14,245.20
			<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs - Ready Florida workbooks</i>			
	5100	530-Periodicals	1241 - Jesse Keen Elementary School	UniSIG		\$8,992.32
			<i>Notes: Periodicals - Studies Weekly</i>			
	5100	369-Technology-Related Rentals	1241 - Jesse Keen Elementary School	UniSIG		\$12,026.85
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - Reflex Math and Gizmos Bundle, Nearpod, Reading A-Z Electronic Books, EduSmart</i>			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$8,750.00
			<i>Notes: Classroom Libraries and/or guided reading books 35 classrooms</i>			
	6200	610-Library Books	1241 - Jesse Keen Elementary School	UniSIG		\$8,750.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books</i>			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		\$16,354.00
			<i>Notes: Supplies - Instructional - SIPPS K-2</i>			
	6300	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		\$1,048.68
			<i>Notes: Retirement - 8.47%- Curriculum Planning</i>			
	6300	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		\$802.24
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		\$19.92
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
					Total:	\$290,153.75