Keenes Crossing Elementary

2021-22 Schoolwide Improvement Plan

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Keenes Crossing Elementary

5240 KEENES PHEASANT DR, Windermere, FL 34786

https://keenescrossinges.ocps.net/

Demographics

Principal: Tracy Webley

Start Date for this Principal: 3/11/2011

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (71%) 2016-17: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Orange 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Donaldson, Sherry	Principal	* Creates an environment based on the professional code of ethics and values. * Respond to all stakeholders in a timely, accurate, courteous, and empathetic manner. * Maintains, safe, healthy, and inclusive learning and working environment. * Manages all operations and functions of the school consistent with district mission and vision. * Develops and administers policies that provide a safe and effective learning environment. * Develops and monitors dedicated and high-quality teams. * Visible in the school community and recognized as the instructional leader. * Uses a variety of problem-solving techniques and decision-making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends, and evidence-based practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by supervisor. *Deliver high-quality education by maximizing resources to support school needs.
Lundberg, Elaine	Assistant Principal	* Demonstrates qualities of the professional code of ethics and values. * Respond to all stakeholders in a timely, accurate, courteous, and empathetic manner. * Models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities.

Name	Position Title	Job Duties and Responsibilities
		* Administers and monitors policies that provide a safe and effective learning environment. * Communicates the school's vision, mission, and priorities to the community. * Serves as a member of the principal's leadership team and participates in the school's planning, development, and evaluation. * Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. (Grades 4,5, and ESE) * Pursues improvement of personal professional development * Models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff, and students * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district attends training to ensure skill level in various technologies is at the level required to perform in the current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and evidence-based practices relevant to the area of responsibility. * Monitors student achievement and progress monitoring for assigned grade levels. * Participates in regular PLCs. * Professional development for the content areas of Math and Science.
Stribling, Joy	Assistant Principal	* Demonstrates qualities of the professional code of ethics and values. * Respond to all stakeholders in a timely, accurate, courteous, and empathetic manner. * Models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administers and monitors policies that provide a safe and effective learning environment. * Communicates the school's vision, mission, and priorities to the community. * Serves as a member of the principal's leadership team and participates in

Name	Position Title	Job Duties and Responsibilities
		the school's planning, development, and evaluation. * Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. (Grades K,1, and Special Area) * Pursues improvement of personal professional development * Models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff, and students * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district attends training to ensure skill level in various technologies is at the level required to perform in the current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and evidence-based practices relevant to the area of responsibility. * Monitors student achievement and progress monitoring for assigned grade levels. * Participates in regular PLCs. * Professional development for the content areas of Reading and Writing. * Manages custodial crew to maintain a safe and clean working and learning environment. * Develops a safety plan for a response during an emergency.
Jagarnath, Mohamed	Other	* Ensures and manages all testing from the state, district, and school levels. * Supports teachers in managing data using a school-wide monitoring system. * Supports 3rd-5th grade with science instruction and support. * Responsible for STEM throughout the school by supporting teachers and students during instructional time. * Supports ELL students through class visits and monitoring instructional practices. Maintains updated plans to ensure adequate support in the classroom, including paraprofessional support.
Brown, Leisa	Staffing Specialist	* Serve as the designee of the Local Educational Agency (LEA) in ESE meetings at the school where special education eligibility, placement, dismissal, and program changes occur. * Convene and coordinate all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs), and Education Planning Team (EPT) meetings, as determined, at the school in conjunction with district staffing teams.

Name	Position Title	Job Duties and Responsibilities
		* Coordinate the collection of all necessary documentation prior to a student being staffed and/or identified for an exceptional education program and/or service. * Knowledge of eligibility criteria, placement procedures, exceptional education program options, and community services available for disabled and gifted students. * Attend district training sessions in order to remain current as to trends, issues, and litigation that impact decisions in meeting regarding the education of disabled and gifted students. * Provide training to school staff relative to ESE referral procedures, least restrictive environment, and other issues involving exceptional education students. * Serve as a liaison for Matrix development and training at the school in conjunction with the district staff. * Assist in the development of all documents required for identified students. * Maintain accurate ESE paperwork to reflect service delivery models for all students. * Serve as the contact for FTE issues regarding students with disabilities.
Perez-Fernandez, Barbara	School Counselor	* Provide services to students in the areas of academic and social/emotional development * Counsel students individually and in small groups. * Conduct and support teachers with classroom Social Emotional Learning activities. * Review school data frequently to ensure that the school counseling program is meeting the academic and social/emotional development of all students. * Prepare reports, records, and all other required information and data related to the position. * Encourage teacher/parent communication and community involvement. * Refer students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being. * Participate in MTSS, Child Study, and 504 meetings. * Participate in parent/teacher conferences, as needed * Serve as a resource for school personnel and parents.
Young, Rebecca	Instructional Coach	* Conducts observations and provides appropriate coaching, modeling, and feedback on the implementation of instruction (with an emphasis on literacy and math instruction) that meets school and district-wide expectations. * Supports instructional staff with the gathering, examination, and analysis of formative and summative assessment data to identify learning concerns for individual students and groups of students through Professional Learning Communities. * Provides instructional support that is responsive to the identified needs of students.

Name	Position Title	Job Duties and Responsibilities
		* Attends district professional development on related curriculum or instructional strategies * Assists in providing professional development for instructional staff to meet the needs of the students and build capacity in our teachers. * Keeps current on researched-based instructional strategies and best practices with an emphasis on student engagement and learning. * Participates in MTSS process for students. * Leads new teacher and new to Keene's Crossing Elementary onboarding and mentoring program.
McCroy, Gerri	Behavior Specialist	* To establish, coordinate and monitor functional behavior assessments and behavior intervention plans for students with disabilities. * Coaching and directing teachers in best learning practices and supporting school behavior-related progress monitoring. * Provides input during IEP and MTSS meetings to support students' needs. * Provided administration with regular updates. * Monitors and reports behavior and progress monitoring data. * Monitors functional behavior assessments and behavior interventions. * Conducts one-on-one social skills lessons with ESE students. * Collaborate with faculty and staff to plan, implement and evaluate school-wide ESE programs. * Provides insight into the appropriate strategies to use in resolving student behavior problems. * Promotes a positive, inclusive, and productive learning environment. * Manages sensory room.
Caldwell, Chase	Other	* Conducts classroom walk-throughs and provides appropriate coaching, modeling, and feedback on the implementation of instruction (with an emphasis on literacy and math instruction) that meets school and district-wide expectations for classrooms for ESE classrooms. * Supports instructional staff with the gathering, examination, and analysis of formative and summative assessment or behavioral data to identify learning concerns for individual students and groups of students through Professional Learning Communities. * Provides instructional support that is responsive to the identified needs of students. * Attends district professional development on related curriculum or instructional strategies * Assists in providing professional development for instructional staff to meet the needs of the students with disabilities and build capacity in our teachers. * Keeps current on researched-based instructional strategies and best practices with an emphasis on student engagement and learning for our SWD. * Leads the MTSS process for students.

Name	Position Title	Job Duties and Responsibilities
Drone, Jennifer	Other	* Tasks involved in fulfilling above duty/responsibility: * Develop and implement activities that motivate students to read, write, view, speak and listen for intrinsic satisfaction in learning, enrichment, and personal pleasure. * Help build a culture where students become critical thinkers, enthusiastic readers, and ethical consumers of information * Provide leadership and expertise in the selection, acquisition, evaluation, and organization of media resources and digital tools. *Collaboration with classroom teachers to promote the use of existing and emerging digital learning tools to support teaching and learning, supplement school resources * Professional development activities with classroom teachers, encourage the use of instructional digital to engage students and to improve learning * Participate in the PLC process to create goals and develop programs related to media to improve student and staff access to media and technology tools to improve student learning. * Design and implement programs to support the School-wide Improvement Goals. * Support students of the lowest quartile through reading interventions and programs designed to encourage independent reading. * Monitor and report reading data regularly.
Piontek, Samantha	Instructional Coach	* Conducts observations and provides appropriate coaching, modeling, and feedback on the implementation of instruction that meets school and district-wide expectations. * Supports instructional staff with the gathering, examination, and analysis of formative and summative assessment data to identify learning concerns for individual students and groups of students through Professional Learning Communities. * Provides instructional support that is responsive to the identified needs of students. * Attends district professional development on related curriculum or instructional strategies * Assists in providing professional development for instructional staff to meet the needs of the students and build capacity in our teachers. * Keeps current on researched-based instructional strategies and best practices with an emphasis on student engagement and learning. * Participates in MTSS process for students. * Provides interventions for students performing below grade-level expectations. * Leads new teacher and new to Keene's Crossing Elementary onboarding and mentoring program.

Demographic Information

Principal start date

Friday 3/11/2011, Tracy Webley

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.*

5

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.*

15

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

847

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	28	151	155	169	148	196	0	0	0	0	0	0	0	847
Attendance below 90 percent	6	3	5	9	4	13	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	1	1	0	0	0	0	0	0	0	2
	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	1	1	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	49	171	185	162	193	195	0	0	0	0	0	0	0	955
Attendance below 90 percent	10	16	23	12	14	17	0	0	0	0	0	0	0	92
One or more suspensions	0	1	3	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12

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	1	1	2	9	0	0	0	0	0	0	0	13

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	2	1	1	2	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	49	171	185	162	193	195	0	0	0	0	0	0	0	955
Attendance below 90 percent	10	16	23	12	14	17	0	0	0	0	0	0	0	92
One or more suspensions	0	1	3	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12

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	1	1	2	9	0	0	0	0	0	0	0	13

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	2	1	1	2	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				80%	57%	57%	80%	56%	56%
ELA Learning Gains				67%	58%	58%	68%	55%	55%
ELA Lowest 25th Percentile				61%	52%	53%	47%	48%	48%
Math Achievement				80%	63%	63%	84%	63%	62%
Math Learning Gains				69%	61%	62%	75%	57%	59%
Math Lowest 25th Percentile				52%	48%	51%	67%	46%	47%
Science Achievement				75%	56%	53%	74%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	79%	55%	24%	58%	21%
Cohort Comparison						
04	2021					
	2019	76%	57%	19%	58%	18%
Cohort Comparison		-79%				
05	2021					
	2019	71%	54%	17%	56%	15%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	62%	16%	62%	16%
Cohort Comparison						
04	2021					
	2019	80%	63%	17%	64%	16%
Cohort Comparison		-78%				
05	2021					
	2019	73%	57%	16%	60%	13%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	71%	54%	17%	53%	18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The district uses the i-Ready online diagnostic assessment to progress monitor our students and subgroups.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	37	53	69
	Economically Disadvantaged	46	56	72
	Students With Disabilities	19	29	50
	English Language Learners	36	38	69
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	30	58	72
	Economically Disadvantaged	38	58	71
	Students With Disabilities	19	35	73
	English Language Learners	29	56	75

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	34	61	72
	Economically Disadvantaged	28	49	57
	Students With Disabilities	14	43	57
	English Language Learners	16	52	61
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	16	43	58
	Economically Disadvantaged	7	21	36
	Students With Disabilities	0	36	43
	English Language Learners	10	23	45

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	53	73
	Economically Disadvantaged	34	46	67
	Students With Disabilities	18	45	55
	English Language Learners	16	34	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	34	61
	Economically Disadvantaged	6	29	50
	Students With Disabilities	0	29	27
	English Language Learners	6	23	45

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	55	62
	Economically Disadvantaged	32	48	50
	Students With Disabilities	9	9	28
	English Language Learners	26	35	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	38	62
	Economically Disadvantaged	7	29	48
	Students With Disabilities	9	29	30
	English Language Learners	15	23	58

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	40	51
	Economically Disadvantaged	31	39	51
	Students With Disabilities	13	13	25
	English Language Learners	9	18	23
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	39	69
	Economically Disadvantaged	13	27	53
	Students With Disabilities	6	25	38
	English Language Learners	6	12	46
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	84	87	91
	Economically Disadvantaged	77	78	82
	Students With Disabilities	63	60	63
	English Language Learners	75	71	83

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	54	50		55	88		47				
ELL	67	70	62	69	67	75	63				
ASN	82	67		82	62		69				
BLK	78			75							
HSP	75	71	62	71	68	60	71				
WHT	85	77	70	82	80	87	88				
FRL	74	69	60	66	62	55	69				
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	45	50	55	48	45	55	43				
ELL	60	70	75	62	67	52	60				
ASN	91	79		93	85		79				

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
BLK	85	64		90	68		73				
HSP	70	64	57	71	63	49	69				
WHT	83	68	62	81	70	48	76				
FRL	68	56	55	66	62	50	62				

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	42	36	17	48	56	61	23				
ELL	67	75	68	76	76	75					
ASN	87	73		96	77		86				
BLK	79	64		85	82		42				
HSP	74	72	63	78	72	70	70				
WHT	82	67	37	85	75	63	76				
FRL	71	65	54	73	71	67	57				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
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	70
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	77
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends indicate lower performance data for students in the lowest 25% in math within the 2019 state assessment data and the 2020-2021 progress monitoring data.

Progress monitoring data and state assessment data trends in core content areas (reading, math, and science) indicate our lowest performance is with the students with disabilities (SWD) subgroup.

Trends that emerge across core content areas include content and standards (geometry, comprehension of informational text, and Integration of Knowledge standards) which include substantial academic vocabulary instruction is our lowest performance area in reading, math, and science.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring for the 2020-2021 school year and 2019 state assessment, the data components that demonstrate the greatest need for improvement:

* Learning gains for the lowest 25% in Math was our lowest-performing with 52% of students showing learning gains in the 2018-2019 school year. This is not a trend that has continued at Keene's Crossing Elementary School. In 2017-2018, 67% of the lowest 25% for Math showed learning gains.

* Student proficiency for the subgroup of students with disabilities (SWD) was our lowest-performing ESSA subgroup with 41% meeting federal index standard in 2019, 63% meeting grade-level proficiency as assessed by district-wide progress monitoring assessment, and lowest-performing subgroup in grades 3,4, and 5 on reading and math progress monitoring in the 2020-2021 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include a consistent focus on the implementation of intentional small-group instruction, the use of manipulatives, increased vocabulary instruction, and the use of strategic reading comprehension strategies in all content areas.

The new actions that need to be taken to address this need for improvement include professional development to support instructional needs, strategic planning that includes differentiated data-driven small-group instruction, and monitoring of the implementation of instructional strategies and student achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring for the 2020-2021 school year and 2019 state assessment, the data components that demonstrate the most improvement were learning gains in ELA for the Lowest 25% subgroup. ELA learning gains for the lowest 25% showed the most improvement from 2017-2018 to 2018-2019. We grew 13 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were the use of close reading strategies, a strategic intervention system, and a focus on the MTSS process were new actions.

The new actions that were taken in this area included providing professional development and monitoring of close reading strategies, implementation of a new intervention process using the SIPPS curriculum, and adding an MTSS leader that closely monitored the MTSS process for students in lowest 25% to make sure students were receiving targeted support based on multiple data sources.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we will use differentiated small group instruction to meet the needs of all students, increase focus on project-based learning to allow for practice and application of standards, leverage student interest to increase engagement, and increase STEM learning activities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on progress monitoring for the 2020-2021 school year and 2019 state assessment, the professional development opportunities that will be provided at the school to support teachers and leaders include instructional ESE inclusion and instructional strategies, ELL language acquisition vs. academic understanding, Kagan - Cooperative Strategies, vocabulary instruction, SEL Strategies, BEST Standards (K-2), and full coaching cycle - for struggling teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond include our Teachers Offering Professional Support (TOPS) program which includes three years of tiered mentoring for new teachers, ongoing flexible student interventions for all grade levels in reading and math, MTSS process and structure, and long-term student data monitoring from year to year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	The focus area is to increase the learning gains in Math for the lowest 25%. Instructional practice specifically related to standards-aligned instruction is foundational to student learning. The rationale in selecting this focus is that teachers are continuing to focus on aligning standards to instruction. Using differentiated instruction will support meeting the needs of our lowest-performing areas students in the lowest 25% in math and our subgroup of SWD while meeting the needs of students our on or above grade level students.
Measurable Outcome:	Based on the 2018-2019 school year, 52% of the lowest 25% in Math made learning gains. In 2021-22, the goal is 56% of students (4th-5th grade) in the lowest 25% will meet the learning gain target. Based on the 2018-2019 school year, 49% of the lowest students with disabilities subgroup (ESSA) met the federal index target. In 2021-2022, the goal is to have 52% of the SWD meet the federal index target.
Monitoring:	PLCs will monitor the lowest 30% and SWD subgroup data on all progress monitoring assessments. Leadership will monitor for differentiated instruction in classroom walkthroughs and observations. Both forms of data provide leadership opportunities to give teachers actionable feedback to adjust practices in the best interest of their students.
Person responsible for monitoring outcome:	Chase Caldwell (chase.caldwell@ocps.net)
Evidence-based Strategy:	To see an increase in learning gains, we will need to implement differentiated standards-aligned instruction in a small group setting which includes scaffolding and manipulatives.
Rationale for Evidence-based Strategy:	The small-group differentiated instructional model allows teachers to focus on specific standards and instructional needs of the students in their classroom. Teachers can maximize their students' growth and individual success by differentiating instruction for each student and therefore allow them to scaffold the content appropriately.

Action Steps to Implement

Grade level PLCs will use previous statewide assessment (FSA) and progress monitoring (i-Ready) data to determine the needs of each student and identify specific learning targets not only in the lowest 25% but all students in Math to differentiate instruction.

Person Responsible	Mohamed Jagarnath (mohamed.jagarnath@ocps.net)

Provide professional development opportunities related to differentiated small group instruction, use of manipulatives, scaffolding, and strategies for students with disabilities based on needs identified in the data.

Person Responsible	Chase Caldwell (chase.caldwell@ocps.net)

A weekly schedule of instructional walkthroughs will be created based to monitor differentiated instruction in the classroom. Coaches and administrators will participate in walkthroughs and debrief on the differentiated instruction viewed using the OCPS instructional framework.

Person Responsible	Samantha Piontek (samantha.piontek@ocps.net)

Coaches will guide grade-level PLCs in identifying trends in the data among the lowest 25% and SWD subgroups and support them through a tiered support system using actionable feedback and support or the coaching cycle.

Person Responsible   Sherry Donaldson (sherry.donaldson@ocps.net)

Leadership will monitor classroom walkthrough and student progress monitoring data bi-weekly to determine teacher support and professional development needs.

Person Responsible   Sherry Donaldson (sherry.donaldson@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: inclusion of our ESE students, conflict resolution strategies to help students feel safe at school, and creating a safe space for students to ask for help from school adults. Based on a Panoramic School Survey Data, only 65% of our families felt their child was comfortable in asking for help from an adult. The data also indicated that 65% of students feel that people are disrespectful to others at school and 48% of students worry about violence at school.
Measurable Outcome:	By May of 2022, we expect to see an increase of 5% of favorable outcomes on the Panorama Survey student and family data in the following areas: * How often people are disrespectful to others at our school. (student data) * How often our students worry about violence at school (student data) * How comfortable students are in asking for help from school adults. (family data)
Monitoring:	Keene's Crossing will use weekly classroom walkthrough trend data, discipline and behavior data, and tracking classroom conflict resolution sessions through our guidance counselor.
Person responsible for monitoring outcome:	Barbara Perez-Fernandez (barbara.perezfernandez@ocps.net)
Evidence-based Strategy:	Evidence-based Strategy: Use distributive leadership and social and emotional learning to continue to implement our improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy:	Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.
Action Steps to Implement	

Emotional Learning & Leadership professional learning through ongoing district and school professional development opportunities.

Person Responsible Barbara Perez-Fernandez (barbara.perezfernandez@ocps.net)

Interpret standards and student needs to intentionally integrate aligned instructional strategies to meet the needs of the students.

Person Responsible Elaine Lundberg (elaine.lundberg@ocps.net)

Identify strategies to support family engagement based on Panorama Family Members Survey. Create and facilitate opportunities to welcome families and introduce key staff that supports our students.

Person Responsible Joy Stribling (joy.stribling@ocps.net)

Monitor discipline data, classroom walkthrough data, and Panorama survey data at weekly leadership meetings, weekly grade level professional learning communities, and monthly SAC meetings.

Person Responsible Gerri McCroy (gerri.mccroy@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the SafeSchoolsforAlex.org, comparing the discipline data of the school to statewide discipline data, a primary area of concern that the school will monitor is the number of violent or threat incidents that occur during the school year. School culture and environment will be monitored weekly through discipline and behavior data documented on referrals and classroom visits by the behavior team. Discipline and behavior data gives us a quantitative measure of how students react to situations, this data allows us to monitor the success of implemented strategies described in the actions steps of our culture and environment area of focus.

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.

To establish a positive school culture and climate, all OCPS schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal and Assistant Principals - As the leaders in schools, principals have an integral role in developing the culture of the school. Student academic success and staff growth in instructional practice can be determined by
the culture that is developed by the school administrators. Providing instructional staff with resources and support throughout the school year. Communicate the school's vision and involves all stakeholders promotes trust in one's leadership. Using social and emotional coping strategies and resources to reduce school-related stress. Provide time for staff members to connect and build trust.

School Counselor - Ms. Fernandez will support the teachers' use of the Second Step curriculum focuses on competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships.

Staff Members - Staff members interact with students and their families and they play a very important role in establishing a safe, supportive learning environment. Positive adult-student relationships have long-lasting positive effects on the social, emotional, and academic well-being and academic success of students.

Students - Students that believe and understand they play an important role in building a positive learning environment will be more engaged in the process. Students are a stakeholder in creating a sense of belonging and inclusion, which helps all students with social and emotional skills and achieve academic success.

Families, PTO, and SAC - Making families feel welcome and engaged in their child's education promotes a positive culture and environment. Providing and teaching families how to become engaged parents will support the child as they transition from the school building into the home environment.