Jesse Keen Elementary School

2021-22 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: 1/3/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	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	Position Title	Job Duties and Responsibilities
Dettling, Jennifer	Principal	Job duties involve oversight of all initiatives, monitor teacher and student work, and provide feedback to all involved about their movement towards our school improvement goals. It is also my responsibility to consider and seek out insights from all stakeholders concerning data, initiatives, and management of the school.
Vann, Ingrid	Assistant Principal	Responsible for monitoring the Academic goals for Students and Student Achievement of these goals as measured by on-going assessments, formative assessments and District testing Grades K - 5, ESE and Specials. Coordinates the school-wide testing program. Oversees the allocation of all textbooks and maintenance of textbook inventories, to include the management of textbook storage areas. Assists the Principal in articulating school academic standards to both students and parents in Grades K-5, ESE and Specials. Assists the Principal in both evaluations and observations of instructional staff. Responsible for teacher walkthrough observations – Grades K-5, ESE and Specials. Lead on ensuring that our attendance rates improve and Tier 2 and Tier 3 are provided for attendance.
Copeland, Cathy	Instructional Coach	My job is to support teachers in their reading instruction, grades K-5. This includes providing coaching support after observing teachers providing reading instruction, providing one-on-one and grade-level support through planning, coaching, modeling, and providing professional development. This also includes analyzing student data alongside teachers and providing recommendations for next steps in differentiating instruction. This position also entails providing TIPS support for new teachers to our campus and PEC support for beginning teachers. This position provides reading endorsement support through teaching hybrid courses and/or offering support for those taking coursework through the district. Provide professional development around ELA content.
Pry, Zachary	Math Coach	Assist the principal with the development of a professional development calendar which focuses on the needs of the school and the individual teachers as determined by the principal based on the data. Mentor, not evaluate--create a non-threatening relationship with all teachers. Attend all required state/district training/ and share acquired knowledge/ skills related to SBM methods with teachers promoting an articulated math programs-- horizontal and vertical articulation through collaboration meetings, collegial study groups/book studies, etc. Be responsible for the delivery of professional development topics at the school site. Provide professional development in the following math/science components as applicable Provide professional development around math concepts.
Gill, Lisa	Parent Engagement Liaison	Lisa Gill - Title 1 Parent Involvement Para - Ms. Gill is responsible for both the management of the school's Title 1

Name	Position Title	Job Duties and Responsibilities
		parent involvement program, Her time is devoted to serving as a liaison between our school and the parent community.
Torres-Jenkins, Tanya	ELL Compliance Specialist	Mrs. Torres-Jnekins serves as the ELL Specialist for Jesse Keen Elementary. Her role is to coordinate and lend support to teachers needing assistance in the area of English as a Second Language(ESOL) to all teachers. She is also assists teachers in the implementation of the school MTSS process.
Barriger, Danielle	Teacher, K-12	Mrs. Barriger is a first grade teacher. She is one of the members of our SIP team responsible for providing teacher input on how to best serve our students needs as they relate to primary grades.
Sanders, Hope	Curriculum Resource Teacher	The duties of the interventionist are to examine 3-5 data and adjust small group instruction based on this data. This is done by meeting with small groups of students based on needs as identified by STAR, BEAR, and other assessments. Other responsibilities include collaborating with teachers about the needs of shared students.
Wilsey, Melissa	Other	The duties of the interventionist are to examine K-2 data and adjust small group instruction based on this data. This is done by meeting with small groups of students based on needs as identified by STAR, BEAR, and other assessments. Other responsibilities include collaborating with teachers about the needs of shared students. In addition, Melissa is responsible for overseeing the PBIPS and FBAs for the school along with suppoting T2 and T3 behaviors.
Jones, John	Teacher, K-12	Mr. Jones is a 4th grade teacher. He is one of the members of our SIP team responsible for providing teacher input on how to best serve our students needs as they relate to upper elementary grades.

Demographic Information

Principal start date
Friday 1/3/2020, 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.*

4

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

531

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

11

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

10

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	100	96	97	108	108	99	0	0	0	0	0	0	0	608
Attendance below 90 percent	42	45	46	44	46	34	0	0	0	0	0	0	0	257
One or more suspensions	2	3	5	3	2	9	0	0	0	0	0	0	0	24
Course failure in ELA	3	4	1	2	0	0	0	0	0	0	0	0	0	10
Course failure in Math	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	21	15	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	20	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	43	48	57	77	47	53	0	0	0	0	0	0	0	325

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	25	26	31	38	31	47	0	0	0	0	0	0	0	198

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	5	3	1	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 6/23/2021

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	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

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	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

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				28%	51%	57%	32%	50%	56%
ELA Learning Gains				47%	51%	58%	46%	51%	55%
ELA Lowest 25th Percentile				57%	49%	53%	50%	45%	48%
Math Achievement				37%	57%	63%	46%	58%	62%
Math Learning Gains				39%	56%	62%	47%	56%	59%
Math Lowest 25th Percentile				41%	47%	51%	30%	44%	47%
Science Achievement				32%	47%	53%	44%	53%	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	30%	52%	-22%	58%	-28%
Cohort Comparison						
04	2021					
	2019	21%	48%	-27%	58%	-37%
Cohort Comparison		-30%				
05	2021					
	2019	29%	47%	-18%	56%	-27%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	56%	-15%	62%	-21%
Cohort Comparison						
04	2021					
	2019	38%	56%	-18%	64%	-26%
Cohort Comparison		-41%				
05	2021					
	2019	23%	51%	-28%	60%	-37%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	45%	-15%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Renaissance STAR data was used as the progress monitoring tool for ELA and Math in all grade levels, 1-5, and used to disaggregate data by ESSA subgroups. District-based science quarterly assessments were used as the progress monitoring tool for 5th grade science scores and to disaggregate ESSA subgroups.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	42	32
	Economically Disadvantaged	33	39	24
	Students With Disabilities	33	38	50
	English Language Learners	28	39	27
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	51	31
	Economically Disadvantaged	55	48	25
	Students With Disabilities	33	50	50
	English Language Learners	43	35	30

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	72	56
	Economically Disadvantaged	71	71	58
	Students With Disabilities	50	50	67
	English Language Learners			43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	28	30
	Economically Disadvantaged	44	32	32
	Students With Disabilities	22	11	30
	English Language Learners	19	11	18

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	20	24	18
	Economically Disadvantaged	20	25	19
	Students With Disabilities			
	English Language Learners	14	9	6
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	25	33	20
	Economically Disadvantaged	28	37	20
	Students With Disabilities			7
	English Language Learners	21	24	13

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	31	34	29
	Economically Disadvantaged	30	35	29
	Students With Disabilities	19	29	19
	English Language Learners	21	22	21
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	38	42	38
	Economically Disadvantaged	38	40	34
	Students With Disabilities	25	33	13
	English Language Learners	31	27	26

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	27	27
	Economically Disadvantaged	19	23	22
	Students With Disabilities	9	8	8
	English Language Learners	15	16	16
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	48	31
	Economically Disadvantaged	32	45	25
	Students With Disabilities	9	18	8
	English Language Learners	24	38	20
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	27	38
	Economically Disadvantaged	33	19	33
	Students With Disabilities	25	17	23
	English Language Learners	55	38	53

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	8	20		13	14		23				
ELL	18	22	31	13	16	12	14				
BLK	18	40		16	27		25				
HSP	20	24	35	18	22	11	15				
MUL				20							
WHT	40	41		38	18		38				
FRL	21	27	43	18	23	14	12				
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				

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
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				

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	24
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	10
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Reading-Our students are not proficient in grade level reading expectations and not making growth towards these expectations particularly in nonfiction and integration of knowledge and ideas. The Hispanic subgroup was well below other subgroups in learning gains. Our K-2 students are not moving out of Early Star Early Lit. Double the amount of males made gains then female in grades 3-5 STAR.
Math- Our African Americans and Hispanic students were well below other subgroups in learning gains
Attendance-Our boys were well below females in their of attendance across race.

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

We are not making learning gains across grades, race, and gender although males did achieve slightly more growth in ELA. The same holds true in math. We are not making gains toward proficient in all grades, race, and gender. Males did have a higher percentage of males that were making gains. Our Black/African American and White ESSA subgroups are not performing at the minimum levels expected.

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

a) Teachers do not know and understand what student learning looks and sounds like with the nonfiction RI.2 & RI.3 standards; therefore, they are not able to 1) plan instruction for their learning or 2) provide feedback on student progress towards learning.
-creating progressions for students will help teachers gain an understanding of the standards and where students struggle.
-PD on creating effective progressions
b) Teachers do not have the capacity or self-efficacy to know what to do when a student struggles. They do not have a "tool kit" to pull from that will allow them to intervene or the skills to know how to have a coaching conference in reading and/or writing with a student so that the individual students get specific timely feedback.
-PD on how to conference with students
c) Teachers have a misstep in their understanding around the purpose and outcomes expected in small groups and Tier 2.
-PD on how to use data to form small groups
d) Students do not have a strategy for organizing their thinking around nonfiction text and how to write about their reading.
-Teacher PD on SQ3R that translates and transfers to lessons

e) Students need initial instruction, time, and flexible practice with the application of mathematical concepts in real-world settings.
-Teacher assistance in planning to create opportunity for real world problem solving
c) The progress of 1st-2nd grade students moving from SEL to STAR was not monitored.
-System to ensure monitoring

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

57% of the bottom 25% of tested grades (3-5) showed the greatest percentage of improvement on the FSA ELA assessment in 2019.
51% of the tested grades in 2019 scored proficient on the STAR ELA assessment in the winter testing window.

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

During the 2018-2019 school year, the following plan of action was implemented to address the ELA Learning Gains goal for Jesse Keen Elementary:

1. Provide continued professional development to all staff in the area of Guided Reading via a consultative agreement with the Center of Educational Leadership, University of Washington.
2. Identify those students who demonstrated Level 2 and Level 1 from the 2017-2018 FSA and provide Tier 2 levels of support throughout the year, focusing on developing proficiency in the individual students' areas of weakness for the FSA clusters.
3. Teachers will collaboratively plan focused lessons for small group instruction.
4. The school will implement an extended learning program beginning in the month of October utilizing Title 1 funds for both staff and the purchase of the program Learning Ready, Florida for providing additional instructional supports for our students.
5. Additional classrooms libraries will be provided to allow additional reading opportunities for struggling readers.

Monitoring was done by:
1. Administrators will conduct consistent rigor monitoring walks during both Tier1 (whole group) and Tier 2 (small group) instruction. This purpose will be to monitor the instructional strategies implemented by teachers that are specific to the learning needs of students who are in need of Tier 2 support.
2. The school will have periodic instructional reviews conducted by both the district and school-based support teams.
3. Administrators and coaches will meet with teachers collectively and individually to give feedback and support to teachers based upon student data.

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

-High level 3-4 FSA students will join gifted class during Power Hour for acceleration
-Two week groupings in ELA based on formative data during Power Hour (grade level standards with text students can use to access the standard)
-Strategic lessons by the librarian providing instruction around how to read nonfiction text and determine the meaning of unknown words.

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.

* Work at developing progressions around a standard using the FSA Level Indicators so as to understand standards
* Work around using common formative assessments to guide instruction and small group/T2 instruction
* PLCs examining student work looking for common missteps so that teachers can reflect on a) their instruction and b) how that instruction translated into student work
* K-2 will be focused on developing (or understanding if one is provided) a writing rubric for various writing.
* Work around how to hold a coaching conference with a student for goal setting with a specific skill in the area of writing about reading.
* Work around providing students with a mind map that can be used to comprehend text be that text in a word problem or passages.

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

• Two week cycle checks on priority standards in reading. This will be housed in Google sheets and used to create Power Hour Groups in Power Hour
• Attendance para and AP will create T2 and T3 groups for attendance and monitor
• School wide initiative for students and teachers to celebrate attendance
•Creating a schedule to capitalize time so that AM data sessions can be held approximately every 6 days with 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:	Standards aligned instruction builds collective responsibility to1) understand what the expectation of students looks like and sounds like when students are being successful with the standard 2) have tasks which are are aligned and represenitive of the standard and structured in a way which allows for informed decision making by the teacher.
Measurable Outcome:	By June 2022, 100% of 4th and 5th Grade students will make learning gains on FSA in reading and math^ 100% of our 4th and 5th Grade students will score at least a Level 6 in writing ^ 100% of all students will make have at least a 50 SGP in reading/math on STAR ^(ELL 2 year in program counted) *100% of our 2nd grade students will - leave proficient in number sense as it relates to place value/ regrouping - leave reading at least a 2.5 reading level, mastered K, 1, and 85% of 2nd sight words. *100% of 1st graders will -leave fluent in math fact 1-20 -leave reading at least at a 1.5 knowing all kinder and 85% of all 1st sight words -90% of students out of SER. *100% of our kinder students will -leave fluent in numeracy -knowing at least 95% of sight words
Monitoring:	1. Response to Reading (RR) via writing will be monitored in grades 3-5. 2. Math standards are taught in modules and monitored 3. STAR/STAR Early Lit data will be monitored for at least a 50 SGP from test to test in ELA and Math. STAR Early Lit will be monitored for the % of students moving to STAR. 4. Quarterly monitoring of Writing in all grades 6. Identified ESSA Subgroups will be monitored monthly via MTSS data chats with teachers, interventionist, and ESOL teacher.
Person responsible for monitoring outcome:	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy:	According to John Hattie, when teaching and learning are synchronized then learning happens; therefore, a tight feedback loop is the evidence-based strategy needed for the area of small group. For this to happen, the assessments to monitor core instruction must be aligned and all teachers must have a clear and common understanding of what students must know, understand, and do to be successful with that standard.
Rationale for Evidence-based Strategy:	Teachers need to know how to design plans which allow for tasks to provide insightful information about where students are in there progress towards the standard and then be able to conference with students to meet their common needs. To achieve this, teachers need to systematically engage in conversations about standards, expectations, learning activities and the actual outcomes of those learning activities.

Action Steps to Implement

Dettling
1. Design collaborative planning protocols
2. Develop and implement a way of work around collaborative planning
3. Provide PD on utilizing misconceptions to propel learning and develop an understanding of standards
4. Analyze student work to identify misconceptions and examin lessons to look for areas of improvement

5. Analyze common teacher misconceptions about content matter

6. Karen Bailey (expert in assessment alignment and building rubrics/progressions for learning) will build teacher capacity on how to develop rubrics/progressions

7. Dr. Jeanne Tribuzzi (expert in writing conferences) will build teacher capacity on how to hold a writing conference.

8. Develop a sytem for monioring learning within core instruction and acting on information in a timely manner

9. Develop a tool to collect informal data on observations

Person Responsible   Jennifer Dettling (jennifer.dettling@polk-fl.net)

Copeland & Pry

10. Coaching cycles with teachers focused on planning for instruction and monitoring for learning

Person Responsible   Jennifer Dettling (jennifer.dettling@polk-fl.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	According to FSA and STAR data, the % of students that are not proficient in ELA (82% 3rd FSA & 69% May Data), Math (82% May STAR), and Science (38%) with core instruction is out of proportion. Until teachers anticipate, plan for, engage students, and monitor for student learning during Core (Tier 1) there will be a disproportion amount of students will continually need tiered supports.
Measurable Outcome:	By June 2022 we will increase the % proficient to34% in ELA and 44% in math.
Monitoring:	1. Quarterly STAR data will be monitored for proficiency 2. EPC data for 2a- Student Engagement, 2b. Higher Order Thinking and Discussions, and 2c. Lesson Delivery will be monitored monthly by school based leadership team 3. Writing data will be monitored quarterly 4. An informal monitoring tool will be developed to student engagement
Person responsible for monitoring outcome:	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy:	According to Lynn Erickson and Hattie, information without intellect is meaningless. Teaching for transfer via concepts is needed for students to see the alignment of skills learned to the application of those skills in real life settings. This is achieved by a common understanding of grade level expectations of the standard among teachers, outcome expectations of the student work, and via teaching through conceptual understanding of subjects with a transdisciplinary approach. One way that students move beyond facts is by engaging in meaningful discussions with peers and synthesizing and or summarizing information in relation to larger concepts.
Rationale for Evidence-based Strategy:	Facts do not transfer. For a fact or skill to transfer and become part of the learner, then the learner must be immersed in purposeful learning activities that connect concepts across various disciplines. Learners must be provided the opportunity to converse in, question, and challenge the thoughts and ideas of others to gain a deeper understanding of the facts and own the facts so that they can be converted to concepts and applied to solve real world problems. This only can occur when all teachers are immersed in collaborative inquiry around students are expected to know, understand, and do within the confines of the standard, can collectively articulate what student learning outcomes look/sound like, and plan for accountable talk and closures of lessons which provide opportunities for students to reflect on their learning.

Action Steps to Implement

Dettling
1. Provide and model an engagement strategy and a visible thinking strategy quarterly
2. Create informal monitoring tool to gage various aspects of student engagement
3. Provide specific and actionable feedback to teachers on EPCs related to student engagement and closures.

Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)

Copeland/Pry (coaches)
3. Monitor learning activities for conceptual teaching and learning via collaborative planning
4. Provide specific and actionable feedback on student via learning walks centered on 1) standard alignment to task, accountable talk, and closures.

Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)

Dettling

5. Co-develop expectations for student engagement during planning with grade levels. Engagement is when the student is provided the opportunity via real-world, meaningful task to either a) talk about their learning or that of others, b) reflect on their learning or others.

6. Monitor planning for adherence for expectations

Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	According to the school trend data, our school wide attendance has averaged around 90%, except for last year and that it was 88%.

Measurable Outcome:	By June 2022, we will increase the % of student attendance to 96% . As a PBIS team, we took the 3 year average, pre COVID, and increased it by 5%.
Monitoring:	Progress Monitoring Data school wide, weekly- Mrs. Vann and Ms. Meadows *Discuss school wide data during team meetings with School Psychologist, Social Worker, Ms. Meadows, and Mrs. Vann, School Administrator, monthly. *Bring student names to the attention of the MTSS team for review
Person responsible for monitoring outcome:	Ingrid Vann (ingrid.vann@polk-fl.net)
Evidence-based Strategy:	Tier 1 : Teaching the Importance of good attendance, not just to students but to parents as well, school-wide. I. Effective Messaging and engagement *Each school to air Strive for Less Than 5 Video bi-weekly *A-frame- attendance data displayed and updated weekly *Strive for Less than 5 Yard Signs/Posters displayed *Letters to go home- Early Warning Letters (School Social Workers), Holiday Letters (Thanksgiving, Christmas, Valentines/Spring) II. Incentives *School wide incentives monthly, incorporated into PBIS. *Rewards for attendance twice per year in December and May *September Attendance Awareness month- First week of September, provide daily incentives for the week, for all students. Tier 2 : Reinforcement and support for chronic absences: I. Interventions *Small Groups and *Mentoring with Ms. Meadows (Attendance Paraprofessional) *Check-In/Check-Out *Attendance Celebrations *Data Analysis for specific groups Tier 3 : Support for severe absences I. School support Individual counseling 504 accommodations FBA/BIP Hospital Homebound referral II. School social work support *Attendance Meeting -truancy level *Individual counseling *Home visit by Ms. Meadows and/or Ms. Gill (Parent Involvement Paraprofesional) *Youth and Family Alternative *Parental Prosecution *TASSEL referral *Community Referral

III. Data Analysis for individual students

| **Rationale for Evidence-based Strategy:** | This is a district wide initiative recommended by our school psychologist and social worker. We are going to adopt this initiative and carry it out with fidelity. |

Action Steps to Implement

Step 1: Begin to teaching the Importance of good attendance to teachers, parents and students, school-wide.

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

Step 2: Monitor School Attendance Data Weekly and act on it .(Follow Tier 2 and Tier 3 process above.).

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

Step 3: Provide resources and assistance to chronic absentee students, and celebrate students who meet the attendance expectations.

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

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Historically, since 2014 the average percentage of students proficient in reading is 27.3% according to Edustats. Though 4th grade tends to be slightly higher than other grades, even at its highest point, only 40% of students were proficient. In addiiton, since 2014 the avergage percentage of students scoring in level 1 on FSA reading is 39.9%. There is a need to increase our studedents' basic decoding skills so that they can read for comprehension.
Measurable Outcome:	34% of students in 3-5 grade will score a level 3 or higher on the 2021-2022 FSA. 50% of students will leave their grade level reading at or above grade level according to STAR/STAR Early Lit in grades K-2.
Monitoring:	Quartly STAR/STAR Early Lit Writing samples Students will take Words Their Way spelling inventory quarterly. Directed learning walks through Power Hour to monitor implementation
Person responsible for monitoring outcome:	Cathy Copeland (cathy.copeland@polk-fl.net)
Evidence-based Strategy:	Students will use Words Their Way to develop their phonological skills to improve reading and writing in regard to spelling. http://donaldrbear.com/wp-content/uploads/2019/10/wtw-final-report-revised.pdf https://assets.pearsonschool.com/asset_mgr/current/201113/pd_wtw_results.pdf
Rationale for Evidence-based Strategy:	Based on initial Write Score sampels, 86% of students in 3rd-5th scored below sufficient in the area of spelling for conventions. This means that they lack a basic understanding of how to use phonetic skills to communicate in writing. In addition, students in grades 1 and 2 are not moving out of STAR Early Literature into STAR which means that they are not aquiring the phonics skills needed to progress to reading comprehension.

Action Steps to Implement

1. Purchase resources for teachers to implement Words Their WAy
2. Develop a system to utlize Words Their Way in Power Hour
3. Train teachers on Words Their Way and how to score
4. Provide support to teachers implemention
5. Monitor implementation

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

During the 2019-2020 school year, Jesse Keen Elementary School reported 2.2 behavioral incidents per 100 students. When compared to all elementary schools statewide, it fell into the very high category overall. Our ranking was 54/58 elementary schools in Polk County. The primary area of concern was out-of-school suspensions among students, which ranked very high as compared to the state of Florida. The two highest categories of student incidents leading to out-of-school suspensions were drug/public order incidents and violent incidents. Jesse Keen's rate of drug/public order incidents recorded was 1.19 and the statewide range was 0-2.45, which was in the very high category. Specific data was highest in tobacco possession.
To offset this concern, current teachers and staff in the 2021-2022 school year will embed instruction in the consequences of tobacco possession and/or use. They will also focus on the importance of physical activity, nutrition, enhancing students' sense of self-control, and improving life skills such as stress management, decision making, coping and interpersonal skills. Teachers will use the Sanford-Harmony social-emotional curriculum to address these concerns daily and engage in class meetings to build a sense of community and support among students in each classroom.

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.

1. This year we will use Class Dojo in conjunction with Facebook to help all families stay connected to the events at the school. All SAC members will be invited to join, so they too can stay connected.
2. We will be addressing the concerns of our ESE and ELL families to have more knowledge and insight into the programs available to their students. We will achieve this by holding ELL sessions on early release days. During these sessions, ELL families will learn specific strategies to assist their student in reading, how to read and interpret their students' ACCESS/FSA scores, and what to ask and listen for in a parent/teacher conference. Our ESE families will learn about their rights, accommodations, and what to ask and listen for in parent/teacher conferences.
3. The staff will engage in a book study of Powerful Partnerships by Mapp, Carver, and Lander to build their capacity to have parent conferences that are meaningful.

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

1. Administration-
-Provide clear expectations and celebrate approximation of success towards those expectations.
-Provide staff with human resources, time, and materials needed to meet expectations.
-Promote staff and students publicly while keeping school-based conflict internally.
-Communicate clearly and in a timely manner
2. School Staff
-Sharing positive openly and widely while keeping school-based conflict internally.
-Actively engage parents in all platforms available
-Participate in parent/school events
-Use Harmony lessons for social emotional learning
3. Students
-Come to school to work, learn, and be kind to others
-Accept feedback and take action on that feedback
-Share school information with their parents
-4th graders, provide feedback for next year compact
4. SAC
-Participate in monthly SAC meetings
-Bring concerns to the SAC meeting for resolution
-Members of SAC include community members from a variety of organizations (Integrated Metals, D. R. Horton Homes, First Presbyterian Homes, First Presbyterian Church, Explorations 5, United College Method Church, St. Anthony's Church-Catholics Council of Women, Cypress Lakes Sewing Club, Wendy's,
5. Business Partners
-GEICO and United Way (Partners in supporting families with supplies(GEICO) and resources for crisis situation (United Way).
-Olive Garden
-Keller Williams Reality
-Gents (Hair Cuts for our kids,)
-Jet's Pizza

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**				**$293,393.66**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	1241 - Jesse Keen Elementary School	UniSIG	4.0	$59,150.12
			Notes: Aides Paraprofessionals - Salaries - - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		$6,400.05
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		$4,524.99
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1241 - Jesse Keen Elementary School	UniSIG		$37,152.00
			Notes: Health and Hospitalization - Instructional Personnel			

	5100	232-Life Insurance	1241 - Jesse Keen Elementary School	UniSIG		$86.40
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		$112.38
			Notes: Workers Compensation - .19% - Instructional Personnel			
	6300	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		$64,701.60
			Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 25 teachers, 30 hours each @ $35 per hour - 33 teachers, 60 hours each @19.42 per hour			
	6300	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		$6,918.80
			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 3 Coaches/ Interventionists, 40 hours each @ $35 per hour - 2 Coaches/Interventionists, 70 hours each @ $19.42 per hour			
	6300	140-Substitute Teachers	1241 - Jesse Keen Elementary School	UniSIG		$6,750.00
			Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) - 5 Provisionals, 90 hours each @ $15 per hour			
	6300	210-Retirement	1241 - Jesse Keen Elementary School	UniSIG		$8,479.68
			Notes: Retirement - 10.82%- Curriculum Planning			
	6300	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		$5,995.34
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		$148.90
			Notes: Workers Compensation - .19% - Curriculum Planning			
	6400	120-Classroom Teachers	1241 - Jesse Keen Elementary School	UniSIG		$4,621.40
			Notes: Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours - 5 teachers, 24 hours each @$35 per hour			
	6400	130-Other Certified Instructional Personnel	1241 - Jesse Keen Elementary School	UniSIG		$2,310.70
			Notes: Other Certified Instructional Personnel - School based/District paid Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms - 2 Coaches, 30 hours each @ $35 per hour			
	6400	220-Social Security	1241 - Jesse Keen Elementary School	UniSIG		$530.31
			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	240-Workers Compensation	1241 - Jesse Keen Elementary School	UniSIG		$13.17
			Notes: Workers Compensation .19% - School based Coaches - Math, Literacy, Science			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		$12,916.13

			Notes: Supplies - Paper, markers, post its, pencils, notebooks, etc..			
	5100	644-Computer Hardware Non-Capitalized	1241 - Jesse Keen Elementary School	UniSIG		$21,296.00
			Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 54 iPads			
	5100	519-Technology-Related Supplies	1241 - Jesse Keen Elementary School	UniSIG		$5,400.00
			Notes: Technology-Related Supplies 54 iPad Cases			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1241 - Jesse Keen Elementary School	UniSIG		$3,236.00
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 2 iPad Carts			
	5100	369-Technology-Related Rentals	1241 - Jesse Keen Elementary School	UniSIG		$3,300.00
			Notes: Technology-Related Rentals- of educational software and online subscriptions - Reflex Math			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		$4,900.00
			Notes: Measure Up - Science Text Consumable			
	6400	310-Professional and Technical Services	1241 - Jesse Keen Elementary School	UniSIG		$9,000.00
			Notes: Professional and Technical Services - Bailey Consulting - 3 days			
	6400	310-Professional and Technical Services	1241 - Jesse Keen Elementary School	UniSIG		$12,000.00
			Notes: Professional and Technical Services - Tribuzzi Consulting - 4 days			
	5900	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		$4,472.00
			Notes: Extended Learning Materials - Chapter Books - 1st-5th Grade			
	5100	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		$4,500.00
			Notes: Classroom Libraries - 18 teachers @ $250 each			
	5900	510-Supplies	1241 - Jesse Keen Elementary School	UniSIG		$3,000.00
			Notes: Florida Ready materials and tutoring supplies			
	5900	310-Professional and Technical Services	1241 - Jesse Keen Elementary School	UniSIG		$1,477.69
			Notes: LRC Tutoring Contract			
2	III.A.	**Areas of Focus: Instructional Practice: Student Engagement**				**$0.00**
3	III.A.	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
4	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$304,142.50**