



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jesse Keen Elementary School
815 PLATEAU AVE
Lakeland, FL 33815
863-499-2880
<http://schools.polk-fl.net/jessekeenelementary>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 73%
Alternative/ESE Center No	Charter School No	Minority Rate 78%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jesse Keen Elementary School

Principal

Joseph A. Griffin, Jr.

School Advisory Council chair

Jessica Boyd

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joseph A. Griffin, Jr.	Principal
Ingrid Vann	Assistant Principal
Dana Burroughs	Science Resource
Marlene Taveras	Reading Coach
Michael Greenlee	Math Coach
Hiba Cheaib	Guidance Counselor
Dr. Jennifer Hughes	LEA Facilitator

District-Level Information

District

Polk

Superintendent

Mrs. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the Principal and an appropriate balanced number of teachers, non-instructional staff, parents and community members. The SAC is facilitated by the SAC chair and officers consisting of a District SAC Liason and a SAC Recording Secretary. The membership of the SAC represents the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC chair served as a member of the school improvement planning committee. The chair attended both the district SIP orientation meetings and the state Differentiated Accountability training. The planning committee met periodically with the task of developing the SIP using the 8-step problem-solving

model. The SAC chair was involved in this process. The final draft of the SIP was presented to the SAC for approval prior to submission to the district.

Activities of the SAC for the upcoming school year

The SAC will meet monthly on the following focus areas:

- * Teacher Recognition Programs
- * District Advisory Committee Representation
- * Monthly Meetings
- * Recommend the purchase of supplies and resources needed for both Extended Learning and Parent Engagement Programs.

Projected use of school improvement funds, including the amount allocated to each project

Purchase of personnel for Extended Learning Programs - \$1,350.00

Purchase of supplies and resources for Parent Involvement Programs to address At-Risk subgroups - \$2,500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Joseph A. Griffin, Jr.

Principal

Years as Administrator: 20

Years at Current School: 1

Credentials

BA-Music Merchadising - Bethune-Cookman College
 M.Ed - Eduucational Leadership, Nova Southeastern University
 Principal Certification - State of Florida

Performance Record

2012-2013: Grade: C, Reading Mastery: 38%, Math Mastery: 35%, Science Mastery: 34%, Writing Mastery: 64%. Learning Gains – Reading: 58%, Math 53%, Lowest 25% - Reading 61%, Math 59%. AMO Reading: 38%. Subgroups: 15% - Black, 50% - White, 48% - Hispanic, 35% - ELL, 0% - SWD, and 36% - Econ. Disadvantaged.

Hispanic students met the AMO goal for Reading through Safe Harbor.

AMO Math: 35%. Subgroups: 25% - Black, 32% - White, 44% - Hispanic, 39% - ELL, 10% - SWD, and 36% - Econ. Disadvantaged.

Hispanic students met the AMO goal for Math through Safe Harbor.

2011-2012: Grade: B, Reading Mastery: 35%, Math Mastery: 36%, Science Mastery: 29%, Writing Mastery: 75%. Learning Gains – Reading: 65%, Math 59%, Lowest 25% - Reading 59%, Math 52%. AMO Reading: 35%. Subgroups: 21% - Black, 51% - White, 37% - Hispanic, 22% - ELL, 15% - SWD, and 33% - Econ. Disadvantaged.

No sub group met the AMO target for Reading.

AMO Math: 36%. Subgroups: 30% - Black, 47% - White, 30% - Hispanic, 22% - ELL, 20% - SWD, and 33% - Econ. Disadvantaged.

Black students met the AMO target for Math.

2010-2011: Grade: A, Reading Mastery: 62%, Math Mastery: 69%, Science Mastery: 43%, Writing Mastery: 92%. Learning Gains – Reading: 73%, Math 59%, Lowest 25% - Reading 80%, Math 50%. AYP: 77%, Black, White, and Hispanic subgroups did not make AYP in Reading. Black and Hispanic subgroups did not make AYP in Math, White students made AYP in Math; Econ. Disadvantaged students did not make AYP in both Reading and Math. 4th grade students made AYP in Writing with 100%.

2009-2010: Grade: C, Reading Mastery: 60%, Math Mastery: 71%, Science Mastery: 33%, Writing Mastery: 89%. Learning Gains – Reading: 65%, Math 67%, Lowest 25% - Reading 43%, Math 60%. AYP: 87%, Black and White subgroups did not make AYP in both Reading and Math; The Hispanic subgroup made AYP in both Reading and Math; Econ. Disadvantaged students made AYP in both Reading and Math. 4th grade students made AYP in Writing with 100%.

2008-2009: Grade: C, Reading Mastery: 58%, Math Mastery: 64%, Science Mastery: 23%, Writing Mastery: 92%. Learning Gains – Reading: 62%, Math 70%, Lowest 25% - Reading 55%, Math 69%. AYP: 90%, Black and Econ. Disadvantaged subgroups

did not make AYP in Reading; Hispanic subgroup did not make AYP in Math. White and Hispanic subgroups made AYP in Reading, White, Black and Econ. Disadvantaged subgroups made AYP in Math. 4th grade students made AYP in Writing with 100%. 2007-2008: Grade C, Reading Mastery: 55%, Math Mastery: 64%, Science Mastery: 19%, Writing Mastery: 81%. Learning Gains – Reading: 58%, Math 64%, Lowest 25% - Reading 77%, Math 63%. AYP: 74%, White, Black, Hispanic and Econ. Disadvantaged subgroups did not make AYP in Reading, Black, Hispanic and Econ. Disadvantaged subgroups did not make AYP in Math. Only the White subgroup made AYP in Math. 4th grade students did not make AYP in Writing with 89% from 94%.

2006-2007: Grade B, Reading Mastery: 48%, Math Mastery: 59%, Science Mastery: 22%, Writing Mastery: 87%. Learning Gains – Reading: 65%, Math 73%, Lowest 25% - Reading 69%, Math 82%. AYP: 62%, White, Black, Hispanic, ELL, SWD and Econ. Disadvantaged subgroups did not make AYP in Reading, White, Black, Hispanic, ELL, SWD and Econ. Disadvantaged subgroups did not make AYP in Math. 4th grade students made AYP in Writing with 94%.

2005-2006: Grade C: Reading Mastery: 53%, Math Mastery: 48%, Writing Mastery: 85%. Learning Gains – Reading: 49%, Math 55%, Lowest 25% - Reading 59%, AYP: 74%, Hispanic and SWD subgroups did not make AYP in Reading. White, Black and Econ. Disadvantaged subgroups made AYP in Reading, Black, Hispanic, and Econ. Disadvantaged and SWD subgroups did not make AYP in Math. Only the White subgroup made AYP in Math. 4th grade students did not make AYP in Writing with 84% from 90%.

2004-2005 Grade C: Reading Mastery: 60%, Math Mastery: 49%, Writing Mastery: 88%. Learning Gains – Reading: 54%, Math 58%, Lowest 25% - Reading 50%, AYP: 77%, Hispanic and SWD subgroups did not make AYP in Reading. White, Black and Econ. Disadvantaged subgroups made AYP in Reading. Black, Hispanic, Econ. Disadvantaged and SWD subgroups did not make AYP in Math. Only the White subgroup made AYP in Math. 4th grade students made AYP in Writing with 90% from 83%.

Ingrid Vann

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BA - University of South Florida - Interdisciplinary Social Sciences
 M.Ed - Nova Southeastern University - Educational Leadership
 Certification - Educational Leadership K-12
 Elementary Education K-6
 Exceptional Student Education K-12

Performance Record

First Year Administrator at Jesse Keen Elementary.
 2012 - 2013 - ESE VE Teacher - Phillip O'Brien Elementary -
 Grade of B
 2010 - 2012 - Teacher, Florida Virtual - No Grade Given

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marlene Taveras		
Full-time / School-based	Years as Coach: 3	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BS - Language Arts - Hunter College - Spring 2005 M. Ed - Elementary Education K-6 - Hunter College - Spring 2008	
Performance Record	Reading/Writing Resource - 2012-2013 Grade D, Reading Mastery: 38%, Math Mastery: 35%, Writing Mastery: 61%, Science Mastery: 35%. Learning Gains - Reading: 59%, Math 49%, Lowest 25% - Reading 70%, Math 55%. AMO Reading: 38%. Subgroups: 33% - Black, 34% - Hispanic, 51% - White, 26% - ELL, 12% - SWD, and 36% - Econ. Disadvantaged. White students met the AMO target for Reading. Reading Resource - 2012-2011 Grade C, Reading Mastery: 40%, Math Mastery: 41%, Writing Mastery: 77%, Science Mastery: 41%. Learning Gains - Reading: 74%, Math 52%, Lowest 25% - Reading 72%, Math 54%. AMO Reading: 40%. Subgroups: 39% - Black, 36% - Hispanic, 57% - White, 26% - ELL, 30% - SWD, and 38% - Econ. Disadvantaged. All subgroups met the AMO target for Reading Reading AIF - 2010-2011 Grade C, Reading Mastery: 47%, Math Mastery: 51%, Writing Mastery: 92%, Science Mastery: 26%. Learning Gains - Reading: 54%, Math 49%, Lowest 25% - Reading 54%, Math 63%. AYP: 69%. No sub groups made AYP in Reading.	

Dana Burroughs		
Full-time / School-based	Years as Coach: 1	Years at Current School: 4
Areas	Science	
Credentials	BS Elementary Education (K-6) Southeastern University, 1992 M.Ed Master Teacher (Curriculum and Instruction) Regent University, 2006	
Performance Record	Science Resource 2012-2013 Grade D, Reading Mastery: 38%, Math Mastery: 35%, Writing Mastery: 61%, Science Mastery: 35%. Learning Gains - Reading: 59%, Math 49%, Lowest 25% - Reading 70%, Math 55%. AMO Reading: 38%. Subgroups: 33% - Black, 34% - Hispanic, 51% - White, 26% - ELL, 12% - SWD, and 36% - Econ. Disadvantaged. White students met the AMO target for Reading.	

Michael Greenlee		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	BS - Elementary Education - Florida Southern College Florida Certification - Elementary K-6 ESOL Endorsement	
Performance Record	First Year Math Coach	

Classroom Teachers

# of classroom teachers	33
# receiving effective rating or higher	33, 100%
# Highly Qualified Teachers	100%
# certified in-field	33, 100%
# ESOL endorsed	14, 42%
# reading endorsed	1, 3%
# with advanced degrees	14, 42%
# National Board Certified	1, 3%
# first-year teachers	3, 9%
# with 1-5 years of experience	24, 73%
# with 6-14 years of experience	12, 36%
# with 15 or more years of experience	5, 15%

Education Paraprofessionals

# of paraprofessionals	15
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Highly Qualified

15, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school recruits highly qualified staff through both job fairs and the use of our District's RHS on-line recruitment process. The school principal serves as a school district recruiter and attends job fairs throughout the country, looking for highly qualified applicants for both the school and other schools in the district. Teachers new to the school are paired with other tenured teachers to the school. The school encourages both professional and social learning opportunities for all staff designed to promote positive morale and growth,

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor(s) & mentee meet periodically in order to complete the following:

- * Required effective focused instructional strategies
(Gradual Release Model, Student Engagement & Summary Point Writing)
- * First Year Teacher Program
(Classroom Management, Organization, Professional Development & Teacher Evaluation Process).
- * Assist New Teachers assigned to the school with specific needs. (i.e - Curriculum concerns, supplies issues, etc.).

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- * Review school-wide, grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done bi-weekly if new data is available.
- * Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in

making decisions for school, teacher, and student improvement.

* Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

* Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

* Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. Joseph A. Griffin, Jr. - Principal - Administrator
2. Ingrid Vann - Assistant Principal - Administrator
3. Hiba Chehaib - Guidance Counselor - MTSS - Academic and Behavior Support
4. Marlene Taveras - Title 1 Reading Coach
5. Paul Taylor - School Psychologist - Student Evaluator
6. Michael Greenlee - Title 1 Math Coach
7. Dr. Jennifer Hughes - LEA Facilitator - ESE Program

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Members of the MTSS Leadership Team meet with the Principal to develop the SIP. The members provide data on: Tier 1, 2, and 3 targets: academic and social/emotional areas that need to be addressed; set clear expectations for instruction for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The members of the MTSS team utilize the problem solving model in order to meet school needs. Subgroups of students are analyzed and discussed to identify obstacles and barriers, analyze problems associated with such, implement a plan of action, and evaluate outcomes to ensure student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered through August and September. Discovery Learning Assessment data is gathered for 3rd, 4th, and 5th grades in Math and Science and compared to the prior year data. FAIR assessment is administered in these grade levels to determine a Reading baseline score. Kindergarten administers FAIR and FLKRS to determine Reading baseline. 2nd grade data is collected from FAIR Reading Assessment. 4th and 5th grade data is also analyzed from the prior year FCAT data. Benchmark Progress Monitoring data using Discovery and FAIR will be gathered as scheduled by the school district. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.

Diagnostic Assessment data is gathered through the Discovery, and FAIR Inventory.

Ongoing Progress Monitoring for Tier 2 instruction will consist of:

- READING - LLI Reading (Grades K-2) and SRA Reading Signature Series (Grades 3-5)
- MATH - School Level Progress Monitoring Assessments (Grades K-2) and FCAT Benchmark assessments (Grades 3-5)
- Genesis discipline reports, office referrals, Classroom Tracking forms, and teacher referrals for students receiving behavioral assistance
- End of Year data is gathered through FAIR Assessments and FCAT Data management is maintained through:
- DISCOVERY assessment section, and for students receiving supplemental instruction/support the

DISCOVERY RtI section

- School-based spread sheets that allow the monitoring and comparison of several sources of progress monitoring data.
- Monthly progress monitoring spreadsheets for students receiving Tier 2 and/or 3 services.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional learning has been scheduled during the teachers' common planning time and sessions will occur throughout the year. The MTSS Overview will be provided during pre-planning days in August. The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS Leadership Team meetings. The MTSS Team will support teachers in implementing services for Tier 2 students. They will provide resources for Tier 3 students to insure students in Tier 3 level receive targeted intensive services, supplemental interventions, and support on individual students' needs on academic and behavioral levels.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 75

The school incorporates 2 after school tutoring programs for students identified as ESOL and targeted Level 2 reading students in grades 3-5. Both programs occur during the month of February and run for 8 weeks prior to FCAT testing. Both programs occur after school 2 days per week, for 75 minutes per day. Students receive interventions that are specific to their individual deficiencies. Both programs incorporate direct instruction between teacher and student. The fidelity of the programs is done by the school's Assistant Principal along with the school's Reading coach.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The data is collected during the tutoring window and discussed with members of the school Leadership Team via Weekly Leadership Team meetings. The results taken from progress monitoring assessments are compared to both the district on-going progress reports (FAIR) and school formative teacher assessments.

Who is responsible for monitoring implementation of this strategy?

Administration and Members of the Leadership Team

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Joe Griffin	Principal
Ingrid Vann	Assistant Principal
Dana Burroughs	Science Coach
Marlene Taveras	Reading Coach
Mary Sayers	Media Specialist
Jennifer Hughes	ESE Facilitator
Sharon Beckworth	Network Manager

How the school-based LLT functions

This team focuses primarily on assisting teachers to implement the high yield, Learning Focused, instructional strategies. The school-based LLT meets weekly to discuss classroom observations, student data and other school-level concerns. Instructional Coaches will model and/or co-teach in their respective areas, followed by observations, planning and feedback.

Major initiatives of the LLT

1. Assist in guiding the implementation of Common Core standards based instruction.
2. Conduct regular classroom modeling, observations followed by reflection meetings with teachers each week.
3. Provide professional development with structured follow-up on Effective Instructional Strategies.
4. Evaluate data throughout the year and assist teachers in providing appropriate interventions for students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Florida requires that communities collaborate to prepare children and families for children's success in school. Jesse Keen Elementary supports the transition from preschool to elementary school in many ways. Our school has 2 Head Start units each staffed with 1 Head Start Teacher and 1 CDAT paraprofessional; 2 ESE Pre-Kindergarten units staffed with certified teachers and highly qualified paraprofessionals. Our Head Start classes are part of the Polk Pre-K School Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families. Child Find is available to assist families of preschoolers with low readiness rates. The following three government-supplemented programs emphasizing school readiness are available in our area: Head Start, School Readiness Program, Florida Voluntary Pre-K Program and Youth and Family Alternatives, Inc. Our Kindergarten staff works closely with the pre-kindergarten and area preschool providers to insure a smooth transition-to-school. Our pre-kindergarten classes and area preschools are invited to tour our school and kindergarten classrooms. Kindergarten teachers as well as office staff collaborate to offer a "Kindergarten Round Up" conducted in the spring of every school year to

introduce the incoming kindergartners and parents to Jesse Keen Elementary. Newsletters, flyers and other important information are sent home to our Pre-K students and families announcing happenings and expectations for school. Pre-K parents have the opportunity to visit the school and receive handouts dealing with kindergarten expectations. Kindergarten students are assessed using the FLKRS process throughout the school year. This data is used to indicate the students' development and readiness for school as well as monitoring progress. 95% of students screened using SRUSS and in 2012 at Jesse Keen Elementary were within the range of what is expected for children of this age level. Our school allocates funds from our Title 1 budget to implement activities to help with the transition from Pre-K to Kindergarten. parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	38%	No	46%
American Indian				
Asian				
Black/African American	36%	33%	No	42%
Hispanic	38%	34%	No	45%
White	44%	51%	Yes	50%
English language learners	31%	26%	No	38%
Students with disabilities	33%	12%	No	40%
Economically disadvantaged	40%	36%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	25%	35%
Students scoring at or above Achievement Level 4	43	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	123	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	25	70%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	54	57%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	31%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	23%	38%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	37	61%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	35%	No	50%
American Indian				
Asian				
Black/African American	44%	20%	No	50%
Hispanic	44%	37%	No	50%
White	48%	38%	No	54%
English language learners	38%	33%	No	45%
Students with disabilities	36%	15%	No	42%
Economically disadvantaged	44%	33%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	35%	42%
Students scoring at or above Achievement Level 4	26	24%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	101	49%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	114	55%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	34%	35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		75%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		83
Participation in STEM-related experiences provided for students	550	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	48	8%	5%
Students who are not proficient in reading by third grade	73	68%	50%
Students who receive two or more behavior referrals	20	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	51	9%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

School will use Parent Involvement Plan to meet requirements

The plan consists of the the following:

- * Use of a Title 1 Parent Involvement Paraprofessional
- * Student Parent Night Activities
- * Use of a District Assigned Parent Intervention Paraprofessional for targeted students
- * Establishment of a Family Resource Center on site.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Student/Parent Nights	5	100%	100%

Goals Summary

- G1.** All teachers will implement high quality instructional delivery including strategies and accommodations for students who didn't make AMO targets.

Goals Detail

G1. All teachers will implement high quality instructional delivery including strategies and accommodations for students who didn't make AMO targets.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Academic Coaches
- Collaborative Planning
- Appropriate grade level resources
- Professional Development
- Test Item Specifications
- Benchmark Assessments
- PD360
- CPALMS
- School Lesson Planning Format
- Google Apps
- Technology - Smart Technology, Computers
- Reading Wonders
- Go Math Text Series

Targeted Barriers to Achieving the Goal

- Knowledge of Content
- Student Engagement
- Teacher knowledge of assessed curriculum (benchmarks)
- Lack of using data to drive instruction

Plan to Monitor Progress Toward the Goal

Monthly Grade Chair Academic Meetings

Person or Persons Responsible

Administration, Academic Coaches & Special Area Teachers

Target Dates or Schedule:

1st Wednesday, each Month

Evidence of Completion:

Meeting Minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement high quality instructional delivery including strategies and accommodations for students who didn't make AMO targets.

G1.B2 Knowledge of Content

G1.B2.S1 Professional development in gradual release model.

Action Step 1

Professional Development in The Gradual Release Model

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Weekly through teacher newsletters and collaborative planning meetings with teachers.

Evidence of Completion

newsletters, lesson plan checks, walkthrough observations and Meeting agendas.

Facilitator:

Administration and Coaches

Participants:

Classroom teachers

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

Walkthroughs and Observations

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs & Teacher feedback conversations

Plan to Monitor Effectiveness of G1.B2.S1

Review of Benchmark Assessments

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

On-going Assessments

G1.B2.S2 Collaborative, facilitated and purposeful team planning.

Action Step 1

Collaborative team planning facilitated by administration and/or coaches.

Person or Persons Responsible

Classroom teachers by grade level and administration and/or coaches.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Facilitator:

Administration & Coaches

Participants:

Grade level teachers

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

Collaborative team planning opportunities

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G1.B2.S2

Classroom walkthroughs and progress monitoring data

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

School and district progress monitoring data

G1.B2.S4 Teachers have data chats with administration on class progress monitoring

Action Step 1

Teacher Data Chats with Administration

Person or Persons Responsible

Classroom Teachers, Coaches & Administrators

Target Dates or Schedule

3 times per year

Evidence of Completion

Benchmark Item Spec Sheets, Classroom Progress Monitoring Results, Conversation Logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Administration Reviews on Teacher data Chats With District Support

Person or Persons Responsible

Leadership Team, District School Improvement Director

Target Dates or Schedule

Scheduled Visits

Evidence of Completion

Administrative Conversations & Discussion Logs

Plan to Monitor Effectiveness of G1.B2.S4

Learning Gains Of Tested FCAT Students

Person or Persons Responsible

Administration

Target Dates or Schedule

Each Progress Monitoring Period

Evidence of Completion

Review of Progress Monitoring Results from Discovery & FAIR

G1.B4 Student Engagement

G1.B4.S1 Cooperative Learning Strategies

Action Step 1

Cooperative Learning Strategies Training

Person or Persons Responsible

Classroom Teachers, Coaches & Administration

Target Dates or Schedule

After School - March

Evidence of Completion

PowerPoint handouts, Classroom Walkthroughs, Lesson Plans

Facilitator:

Academic Coaches

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Academic Coaches Visits

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans & Walkthrough Observations

Plan to Monitor Effectiveness of G1.B4.S1

Leadership Team Reviews

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly (Mondays)

Evidence of Completion

Agendas, Conversations with Academic Coaches

G1.B4.S2 Summary Point Writing Process

Action Step 1

Summary Point Writing Process

Person or Persons Responsible

Administration & Classroom Teachers

Target Dates or Schedule

November, 2013

Evidence of Completion

Classroom Walkthroughs, PowerPoints, Classroom Rubrics

Facilitator:

Mr. Griffin

Participants:

Grade Level Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Administration Summary Point Writing Look Fors

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Observations, Documentation into Teacher Evaluation Portal

Plan to Monitor Effectiveness of G1.B4.S2

Leadership Team Discussions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Notes of Administration Walkthrough Observations

G1.B4.S3 Gradual Release Model

Action Step 1

Gradual Release Model Presentation

Person or Persons Responsible

Grade Level Team Leaders

Target Dates or Schedule

During Grade Level Team Leaders Meeting - February

Evidence of Completion

PowerPoint Presentation & Classroom Walkthrough Expectations

Facilitator:

Mr. Griffin

Participants:

Grade Level Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Academic Coaches Walkthrough Observations

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Notes

Plan to Monitor Effectiveness of G1.B4.S3

Leadership Team Meeting Conferences

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Leadership Team Discussions

G1.B5 Teacher knowledge of assessed curriculum (benchmarks)

G1.B5.S1 Unpacking the Standards

Action Step 1

Unpacking the Standards

Person or Persons Responsible

Grade Level Teachers, Coaches, & Administration

Target Dates or Schedule

On-going throughout the Year.

Evidence of Completion

Lesson plans, Benchmark Assessments

Facilitator:

Academic Coaches

Participants:

Grade Level Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Standards Review for Fidelity

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plan Checks via Google Apps

Plan to Monitor Effectiveness of G1.B5.S1

Leadership Team Conversations

Person or Persons Responsible

Leadership team

Target Dates or Schedule

During Leadership Team Meetings

Evidence of Completion

Leadership team Conversations

G1.B5.S2 Item Specifications Training For Grades 3-5

Action Step 1

Item Specifications Training

Person or Persons Responsible

Grade 3-5 Teachers, Administration & Academic Coaches

Target Dates or Schedule

On-going Throughout The Year

Evidence of Completion

Teacher Powerpoint Handouts, Item-Specification Checklists, Classroom Walkthroughs.

Facilitator:

Charlene Brinson, Division of School Improvement

Participants:

Grade Level Teachers, Academic Coaches, Administration

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Teacher Data Chat Reviews

Person or Persons Responsible

Grade 3-5 Teachers & Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark conversations, Benchmark sheets

Plan to Monitor Effectiveness of G1.B5.S2

Leadership Team Discussions

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Team Discussions

G1.B6 Lack of using data to drive instruction

G1.B6.S1 Data Chat Conferences

Action Step 1

Teacher/Administration Data Chats

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

After Assessment Periods

Evidence of Completion

Benchmark Documentation Sheets, Class Progress Monitoring

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Data Chat schedules

Person or Persons Responsible

District School Improvement Coordinators

Target Dates or Schedule

On-Going Visits

Evidence of Completion

District/Administrator conversations.

Plan to Monitor Effectiveness of G1.B6.S1

Leadership Team Discussions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

Improvement in proficiency as evidenced by progress monitoring data.

G1.B6.S2 Benchmark Documentation

Action Step 1

Benchmark Documentation Sheets

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Benchmark spread sheets placed in Google Apps

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Benchmark Assessments & Logs

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessment Logs, Focus Calendar

Plan to Monitor Effectiveness of G1.B6.S2

Leadership Team Conversations

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Team Conversations

G1.B6.S3 Progress Monitoring

Action Step 1

Classroom Progress Monitoring Process

Person or Persons Responsible

Grade Level Teachers

Target Dates or Schedule

December, 2013

Evidence of Completion

Teacher Progress Monitoring Sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S3

MTSS & Progress Monitoring Process

Person or Persons Responsible

MTSS team, Academic Coaches & Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Progress Monitoring, TIER Assessment Data

Plan to Monitor Effectiveness of G1.B6.S3

Leadership Team Discussion

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Team Conversations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A, funds school-wide services to Jesse Keen Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school tutoring, supplemental instructional materials, instructional coaches, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled at Jesse Keen will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

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

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

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

Nutrition Programs

The school is not a location for a summer feeding program for the community.

Housing Programs

NA

Head Start

Jesse Keen will maintain its Head Start program which includes two classes of children for the 2013-2014 school year. Head Start children regularly engage in story time with the Media Specialist, and participate in other school-wide activities as appropriate. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are invited to be involved in Professional Learning Community

activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement high quality instructional delivery including strategies and accommodations for students who didn't make AMO targets.

G1.B2 Knowledge of Content

G1.B2.S1 Professional development in gradual release model.

PD Opportunity 1

Professional Development in The Gradual Release Model

Facilitator

Administration and Coaches

Participants

Classroom teachers

Target Dates or Schedule

Weekly through teacher newsletters and collaborative planning meetings with teachers.

Evidence of Completion

newsletters, lesson plan checks, walkthrough observations and Meeting agendas.

G1.B2.S2 Collaborative, facilitated and purposeful team planning.

PD Opportunity 1

Collaborative team planning facilitated by administration and/or coaches.

Facilitator

Administration & Coaches

Participants

Grade level teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

G1.B4 Student Engagement

G1.B4.S1 Cooperative Learning Strategies

PD Opportunity 1

Cooperative Learning Strategies Training

Facilitator

Academic Coaches

Participants

Classroom Teachers

Target Dates or Schedule

After School - March

Evidence of Completion

PowerPoint handouts, Classroom Walkthroughs, Lesson Plans

G1.B4.S2 Summary Point Writing Process

PD Opportunity 1

Summary Point Writing Process

Facilitator

Mr. Griffin

Participants

Grade Level Teachers

Target Dates or Schedule

November, 2013

Evidence of Completion

Classroom Walkthroughs, PowerPoints, Classroom Rubrics

G1.B4.S3 Gradual Release Model

PD Opportunity 1

Gradual Release Model Presentation

Facilitator

Mr. Griffin

Participants

Grade Level Teachers

Target Dates or Schedule

During Grade Level Team Leaders Meeting - February

Evidence of Completion

PowerPoint Presentation & Classroom Walkthrough Expectations

G1.B5 Teacher knowledge of assessed curriculum (benchmarks)

G1.B5.S1 Unpacking the Standards

PD Opportunity 1

Unpacking the Standards

Facilitator

Academic Coaches

Participants

Grade Level Teachers

Target Dates or Schedule

On-going throughout the Year.

Evidence of Completion

Lesson plans, Benchmark Assessments

G1.B5.S2 Item Specifications Training For Grades 3-5

PD Opportunity 1

Item Specifications Training

Facilitator

Charlene Brinson, Division of School Improvement

Participants

Grade Level Teachers, Academic Coaches, Administration

Target Dates or Schedule

On-going Throughout The Year

Evidence of Completion

Teacher Powerpoint Handouts, Item-Specification Checklists, Classroom Walkthroughs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement high quality instructional delivery including strategies and accommodations for students who didn't make AMO targets.	\$200
Total		\$200

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
School Internal Accounts Fund	\$200	\$200
Total	\$200	\$200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement high quality instructional delivery including strategies and accommodations for students who didn't make AMO targets.

G1.B4 Student Engagement

G1.B4.S1 Cooperative Learning Strategies

Action Step 1

Cooperative Learning Strategies Training

Resource Type

Other

Resource

Food For The Training

Funding Source

School Internal Accounts Fund

Amount Needed

\$200