Jesse Keen Elementary School

leadership
analysis
students
Florida
mission
college and career
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (37%) 2018-19: D (40%) 2017-18: C (42%)
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	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	D		D	D

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Dettling, Jennifer	Principal	The duties and responsibilities of the principal are to oversee and monitor the use of data to make decisions concerning instruction, tasks, staffing, and initiatives ensure that all students have access to equivalent experiences. This is done by structuring the day so that learning time is protected and leveraging human capital to ensure that all students are making gains in their learning. Another responsibility of the principal is to plan for and monitor the use of materials and supplies needed by teachers to ensure full implementation of the plans created.
Vann, Ingrid	Assistant Principal	The duties and responsibilities of the Assistant principal are to coordinate the school-wide testing program, oversee the allocation of all textbooks and maintenance of textbook inventories, assist the Principal in articulating school academic benchmarks to both students and parents, assist the Principal in both evaluations and observations of instructional staff and non-instructional staff, oversee the PBIS program, and coordinate support for new teachers. (New Teacher Induction)
Sanders, Hope	Instructional Coach	K-5 reading interventionist working with retained and lowest 25 percentile students. Also, responsible for helping teachers find and implement interventions to support Tier 3 students. Serves on our SST team.
Pry, Zachary	Math Coach	The Math Coach facilitates collaborative planning with all grade-level teams using effective math strategies on a weekly basis. He observes instruction and provides feedback through coaching cycles and modeling when necessary. He assists teachers and administrators with the implementation of new instructional strategies, technology, math assessments, curriculum, and math interventions through ongoing/job-embedded professional development to support growth of the instructional staff. He assists teachers in building an interactive classroom, assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement, and meets regularly with leadership team to review benchmarks to assess student progress towards instructional goals. Additionally, he assists with family events which support student academics.
Franklin, Meagan	Reading Coach	The Reading Coach facilitates collaborative planning with all grade-level teams. She observes instruction and provides feedback through coaching cycles and modeling when necessary. Additionally, she provides ongoing/job-embedded professional development to support the growth of the instructional staff. The Reading Coach assists in identifying systemic patterns of student need while working to identify appropriate, evidence-based enrichment and intervention strategies to improve learning. She organizes schoolwide progress monitoring (STAR), analyzes data for trends, and provides data support to teachers. She also assists with various curriculum support programs and family events which support student academics.

Demographic Information

Principal start date

Friday 1/3/2020, Jennifer Dettling

Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

525

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	111	90	89	99	119	116	0	0	0	0	0	0	0	624
Attendance below 90 percent	51	45	39	49	51	51	0	0	0	0	0	0	0	286
One or more suspensions	8	4	10	11	12	8	0	0	0	0	0	0	0	53
Course failure in ELA	9	11	10	16	4	4	0	0	0	0	0	0	0	54
Course failure in Math	6	5	8	3	0	9	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	45	63	46	0	0	0	0	0	0	0	154
Level 1 on 2022 statewide FSA Math assessment	0	0	0	53	61	47	0	0	0	0	0	0	0	161
Number of students with a substantial reading deficiency	33	34	25	28	75	62	0	0	0	0	0	0	0	257

Using the table above, complete the table below with the number of students by current grade level who have 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	33	34	25	28	75	62	0	0	0	0	0	0	0	257

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	5	44	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	4	1	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 7/13/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	22%	47%	56%				28%	51%	57%
ELA Learning Gains	38%						47%	51%	58%
ELA Lowest 25th Percentile	37%						57%	49%	53%
Math Achievement	26%	42%	50%				37%	57%	63%
Math Learning Gains	50%						39%	56%	62%
Math Lowest 25th Percentile	55%						41%	47%	51%
Science Achievement	28%	49%	59%				32%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	52%	-22%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	21%	48%	-27%	58%	-37%
Cohort Comparison		-30%				
05	2022					
	2019	29%	47%	-18%	56%	-27%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	56%	-15%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	38%	56%	-18%	64%	-26%
Cohort Comparison		-41%				
05	2022					
	2019	23%	51%	-28%	60%	-37%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	45%	-15%	53%	-23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	25		12	52	58	17				
ELL	14	34	34	17	46	45	20				
BLK	19	38		29	50		18				
HSP	18	36	33	22	48	54	25				
MUL	20										
WHT	36	42		42	57		39				
FRL	24	39	43	26	50	56	30				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	310
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to our FSA data, our ELL subgroup has a significant deficet across grades and across subjects. In ELA there were not any areas (proficiency or learning gains) where ELL students were not more than 5% lower then non ELLS. The average difference was 17% with the extremes being up to 32% difference in reading proficiency. In Math, our ELL subgroup also lagged behind their non-ELL peers. They were well below (more than 5% difference) than their peers in 4/5 areas (proficieny and learning gains). The average difference was 10% with extreme being up to 24% in proficiency. Science also showed a large gap (31%) between ELLs. Though there were differences in our SWD population it was much lower (0%-10%) with two areas (5th math proficiency and 5th math learning gains) having a better average then non SWD.
In general, our students are not performing as well in reading as in math. We are well below the state and district averages with 22% proficient. This did not change from the prior year. We did increase our Learning Gains in ELA from 30% to 38%; however, we dropped in our L25% LG from 46% to 37%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In general, the greated need of improvement is increasing our proficiency in reading and decreasing the gap between our ELL students in proficiency and learning gains in reading in all grade levels. We need to increase our percentage of SWD students that are proficient. We did not increase the percentage of students that were proficient in reading (22%) and we decreased the percentage of students in L25 who made a learning gain from 46% to 32%.

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

Students needed a more systematic and diagonistic support system for intervention earlier on in the year that could move them quickly from the foundational needs identify to more complex thinking about reading. In addition, students need repeated exposure to equivalent experiences of grade level benchmark expectations with specific and timely feedback from their teacher on progress towards benchmark goal. Also, students need explict academic vocabulary instruction. Finally, students need strong teachers that can deliver equivalent experiences at grade level expectations but also have the ability to diagnose gaps in their learning and quickly fill in the gap. There is a need for a mentor teacher on campus to support new teachers as there is a high turn over rate at the school.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math LG and Math Lowest 25% LG were the areas that showed the most growth. Math LG went from 22% to 50% and L25% LG went from 12% to 55%. There was also an increase in science proficiency going from 20% to 28% and ELA LG went from 30% to 38%.

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

The math coach met with identified L25% students every day for 30 minutes for direct and small group instruction. He was able to trace back to foundational math understanding and build. In addition, these students gained confidence in math skills and would attempt math. Also, we had learning at lunch for math and science. During this time, students were presented with questions they could solve in their heads or was factually based from science. The focus was more on how to break down a problem and eliminate answer choices.

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

Power Hour will be restructured for a more systems approach to learning where each student will have their individualized plan. In 3-5 we will be using Corrective Reading and in K-2 we will be using Words Their Way, SIPPS, and LLI. For our students that are proficient in reading, we will be grouping them and then using DBQs with science or literature foci to stretch and grow learners. In primary grades and the inital part of 3rd grade Tier 2 will focus on essential grade level phonics and vocabulary benchmarks.

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.

Teachers will need inital PD on Corrective Reading, SIPPS, and LLI. We will work to refine PD with Words Their Way since it was an initative started in 2021-2022. Teachers also need professional development around how to identify and teach content academic vocabulary. Finally, staff will need deveopment on how to ensure all students recieve equivalent experiences and feedback on their progress towards meeting the expections of benchmark.

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

Professional developments will be chunked so that staff are able to make them a way of work and grow in understanding. Teacher leaders within each area of learning will be identified and coached to be model classrooms. We are partnering with Polk State College to help support staff with identified professional development and to help incease the number of practicum/interning students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data from FSA indicated that 22% of our students are proficient (meeting grade level expectations) in ELA and 26% are proficient in math which shows a large number of students are not able to perform at grade level expectations. Data from Classroom Walkthrough Tool indicated that 32% of the time CFT/CFA were below the benchmark, 5% of the time they were meeting the benchmark, and 58% of the time were approaching the benchmark. 32% of the walks observed ELA and 68% observed math. Since these were implemented the 2nd half of the year, ELA any tasks/ assessment provided to students should have been at minimum meeting; however, 67% were approaching and 33% were far below. Because of the nature of math, the expectation should be approaching if the concept just started to meeting if learning is beyond initial exposure. 54% were approaching, 7% were meeting, and 34% were falling far below. It is essential that our students are provided equivalent experiences which are needed to be successful. To this end, teachers will engage in planning sessions that require them to engage in conversations around what the benchmarks are asking students to know, understand, and do. This this knowledge, and with assistance from coaches, they will work to find or design task which are aligned to the bencharks. They will do this by particiating in extended planning sessions afterschool 2 days a week and during the day.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	-Students will show a 10% increase in proficiency in ELA, 19% math, and 20% science according to their May FAST progress monitoring assessment. -At least 3/4 of our high level 2 students will move to proficiency in ELA and math according to their May -FAST progress monitoring assessment. -At least 80% of observations using the Standards Walking Tool (SWT) will be meeting benchmark once benchmark is expected to be to the full intent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-Progress monitoring via district based assessment platforms will be used to monitor student success towards long term growth. Corrective Reading and Words Their Way progress monitoring will be used to measure short term growth. -The SWT (Standards Walking tool) will be used to monitor classroom walk throughs as evidence for the outcomes of coaches -Quartlery EPC ratings will be used to monitor the impact of coaches.
Person responsible for monitoring outcome:	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy	1. Use the Standards Walking Tool (SWT) to monitor equivalent experiences for all students. 2. Teachers will utilize the Learning Arc Framework to ensure task are approaching and then meeting expectation of benchmark. 3. Utilization of content area coaches to support teachers with implementation of Learning Arc, planning for learning, and alignment of tasks.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to Buffum, Mattos, and Weber in Simplifying Response to Interventions Four Essential Guiding Principals all student must first have access to a guaranteed and viable curriculum by ensuring that there is a Collective Responsibility, Concentrated Instruction, Convergent Assessments, and Certain Access to benchmark expectations. It is essential that teachers work collaboratively to align task and have professional conversations about strategies to support all learners.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1-Provide Learning Arc Training to staff

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

Action Step 2-Staff will utilize the Learning Arc to identify and cluster objectives during weekly MOU PLC sessions and create common formative tasks/assessments.

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

Action Step 3-Create a monitoring schedule for common formative tasks/assessments for the coaches and administration to give feedback to teachers. This is specific where coaches will know what day the team is giving the task and monitor for consistency in utilization of the task and support provided to students engaging in the task.

Person Responsible	Tiffany Ward (tiffany.ward@polk-fl.net)

Action Step 4-Develop a tool to inform staff of expectations and protocols for effective planning (Before, During, and After) and have coaches provide feedback to teachers on planning using tool.

Person Responsible	Zachary Pry (zachary.pry@polk-fl.net)

Action Step 5-Add Task Alignment Monitoring conversations to the weekly leadership team agenda. This is where the coaches and administration will bring forward a task used by students and observations. The leadership team will then engage in calibrating conversations about the alignment of the task.

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

Action Step 6-Create a calendar for calibration walks for leadership team with the Standards Walkthrough Tool.

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

Action Step 7-Train leadership team on the Standards Walkthough Tool and conduct walks according to schedule.

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

Action Step 8-Add SWT to the weekly leadership team agenda and compare data over time/grade level/ subject and relationship between SWT and tasks.

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

Action Step 9-Tier teachers and provide coaching cycles for teachers/grade levels that consistently fall below the 80% meeting expectation.

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

Action Step 10-Collaborative Planning beyond the calendar year. Teachers will have the opportunity to come to school over the summer to revise learning arcs and objectives based on this years' implementation.

Person Responsible   Zachary Pry (zachary.pry@polk-fl.net)

Action Step 11-Professional Development-Staff will be groups according to levels of learning arc implementation and provided either a reteach of the concept or refinement and extensions of the learning arc.

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

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	It is important for teachers to understand what ELL students can do as opposed to focusing on what they cannot do. By tuning into the Can Do statements provided by the ACCESS assessment, teachers start to shift their mindset. According to the Florida School Report Card, LY students are performing well below both state and district levels in regards to success with ACCESS testing. In the latest reported data 9.6% of JKE students were successful as opposed to 18.3% in the district and 20.8% in the state. Though they are making progress, it is not at the rate needed to be successful as proficient readers and mathematicians. 17% (30/181)of our 2nd - 5th grade students have scored in the Levels 4+ according to ACCESS. This speaks to the need of moving our LY students past the primary stages of language development. FSA data indicates that ELL learners consistently fall significantly behind Non ELL learners in ELA & Math proficiency and learning gains in reading. In reading proficiency there is an 21% difference between ELL and Non ELL and a 9% difference in learning gains. In math, proficiency there is a 17% difference between ELL and Non ELL. There was minimal difference in learning gains in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	*23% of LY students in grades 2-5 will score in in Level 4 or higher on the 2022-2023 ACCESS test. *Decrease the average difference in the number of LY and NON LY students that are proficient in reading by 10%. *Decrease the average difference in the number of LY and NON LY students that are proficient in math by 6%. -All teachers will have a place in their room dedicated to academic vocabulary of areas taught by the end of the 1st quarter. -At least 80% of observations using the Academic Vocabulary Walking Tool (AVWT) will be meeting expectations for Steps 1-3 during initial learning and Steps 4-6 for rehearsal of academic vocabulary.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	*Progress monitoring via district based assessment platforms will be used to monitor student success towards long term growth. Corrective Reading and SIPPS will be used to measure short term growth. STAR and STAR Early list for kinder will be used to monitor long term growth. -Lesson plans will tie back to Can Do statements. -An Academic Vocabulary Walking Tool (AVWT) will be used to monitor the use of the academic vocabulary boards and the consistency of steps 5 & 6.The form will follow the same format at the SWT in levels. --Boards (Posted for Compliance, Used to Guide teaching (teacher use), Used to Guide Learning (student use), None Observed) --Marzano's 6 steps (Not observed, Falling Far Below Expectation, Approaching Expectation, Meeting Expectation, and Exceeding Expectation).
Person responsible for monitoring outcome:	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy: Describe the	Teachers will utilize Marzano's 6 steps to teaching academic vocabulary in all subject areas.

evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	According to two meta analysis* from What Works Clearing House, increasing an ELL learner's academic vocabulary will increase their over all proficiency in identified areas. Both meta analysis found a strong level of evidence to support the implementation of providing high-quality vocabulary instruction by teaching essential content words in depth. In addition, because many of our NON LY students come to school lacking necessary academic vocabulary, this strategy will also benefit our NON LY students.
Describe the resources/ criteria used for selecting this strategy.	*Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007) *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1-An implementation plan will be developed to map out various aspects of role out to the teachers throughout the year.

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

Action Step 2: Teachers will receive training on how to read and interpret an ACCESS score report. They will learn how to utilize the Can Do statements when planning. They will review their ACCESS class data to determine where most of their class falls and identify actionable Can Dos for the group.

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

Action Step 3: Working with ELL teacher, Mr. Gonzalez (PCPS), and Dr. De Suza (Polk State College) a Academic Vocabulary Walking Tool (AVWT) will be created and shared with teachers the expectations of what their academic vocabulary boards and evidence of steps 4-6 will look like.

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

Action Step 3-Teachers will receive initial instruction on Marzano's 6 steps to teaching academic vocabulary.

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

.Action Step 4-During MOU PLC time, time will be devoted to teachers choosing common academic language and methods for teaching/rehearsing academic language and to look for how to utilize their Can Do statements for their class.

Person Responsible	Tanya Torres-Jenkins (tanya.torres-jenkins@polk-fl.net)

Action Step 5-As indicated in the implementation plan, teachers will bring samples of student work throughout the year according to the focus of the portion of implementation plan. At each implementation

time, teachers will self reflect and create a new goal or identify a new strategy to try and bring to the next implementation meeting.

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

Action Step 6-Administration will work with ELL teacher, Dr. De Suza from Polk state and Aldredo Gonzalez from PCPS to create a calendar for the purpose of conducting learning walks with leadership team and teacher leaders for the purpose of bettering ELL strategies across campus.

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

Action Step 7-Data from AVWT will be collected monthly to be shared at leadership team meetings and with the staff to monitor the implementation of progress towards goals and problem solve around barriers.

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

Action Step 8-District purchased software for ELL students will be monitored by teachers and ESOL teacher.

Person Responsible   Tanya Torres-Jenkins (tanya.torres-jenkins@polk-fl.net)

#3. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This focus area relates to the amount of time that students are at school. If students are not at school, then they do not have consistent access to grade level curriculum nor the interventions that are provided. Almost half (47%) of our students have less than 90% attendance according to the yearly average. Only 7% of students have an attendance rate of 98% or better.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the percentage of students that have an attendance rate above 90% by 10% by the end of the school year. 2/3 spot checkes (every 3 weeks) each quarter will be above the 90%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom level attendance data will be monitored weekly by the classroom teachers using FOCUS. Grade level attendance data will be monitored monthly by the assistant principal to look for trends in classes. School attendance data will be monitored quarterly by the assistant principal. Every 3 weeks the attendance rate will pulled to deterrmine trends that need to be addressed for any grade levels falling below 90%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Using texting to inform parents and connect about attendance* 2. Use "Nudge" (postcards sent home about attendance) to inform parents about attendance**
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Parents need to be informed of the implications of lost learning time when students are absent. For students to receive consistent instruction and learn at high levels, they must be present. *Can Texting Parents Improve Attendance in Elementary School? A Test of an Adaptive Messaging Strategy (2020) **A randomized experiment using absenteeism information to "nudge" attendance. (2017)

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Create awareness of the effects of absenteeism with parents and students.

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

Action Step 2:Create an awareness of what contributes to chronic absenteeism with staff. (Staff Development via Title I)

Person Responsible	Tiffany Ward (tiffany.ward@polk-fl.net)

Action Step 3: Provide opportunities for teacher and parents to learn about Class Dojo and how to utilize it for communication. The AP will send out weekly "basic text" information via school wide Class Dojo and Facebook to parents about the importance of school attendance.

Person Responsible   Tiffany Ward (tiffany.ward@polk-fl.net)

Action Step 4: Create "nudge" post cards to be send home and the system to identify triggers for sending celebration cards. Encourage and promote parents to showcase their attendance celebration card on social media.

Person Responsible   Tiffany Ward (tiffany.ward@polk-fl.net)

Action Step 5: Create a platform for teachers to enter their weekly attendance data (what percent of students had perfect attendance).

Person Responsible   Tiffany Ward (tiffany.ward@polk-fl.net)

Action Step 6: Create a school wide recognition program celebrating students with more than 90% attendance rates.

Person Responsible   Tiffany Ward (tiffany.ward@polk-fl.net)

Action Step 7: Share glows and grows about our school attendance at each SAC meeting and monthly at our leadership team meeting.

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

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Jesse Keen has a high attrition rate. In the latest data, we rank 26th out of the 34 schools in the recruiment initative in the county for new teacher retention and 28th out of 34 school for all over teacher retention. New teacher retention has dropped from 63% to 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By 2023 new teacher retention and returning retention will increase by 10% by the end of the 2022 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Office of Recruitment and Engagment will provide quarterly reports on retention rates of teachers. The principal will send a survey mid year and end of year to grade chairs to help increase knowledge of the needs of the new teachers. The prinicpal will send a survey to staff new to the school about supports they have recieved and their effectivness mid year and end of year. The EPC ratings of staff new to JKE will be monitored for improvement from quarter to quarter.
Person responsible for monitoring outcome:	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The principal will partner with The office of Recruitment and Engagement for a teacher ambassador for the school. This person will be trained on supporting teachers and assisting them with navigating the school expectations. The principal will also hire a Content coach specifically for the purpose of supporting out of field teachers and their specific needs with content or classroom behavior and questions about certification. .
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Mentors serve to be a safe critical eye for new teachers. They serve as the bridge between admin evaluations and the success of new teachers, specifically out of field teachers. Teachers that participated moderately (4-9 hours per month) were 94% likely to stay either in the profession or their current school. This role is there to check on new teachers often and to catch them quickly should they need support. Variation in Mentoring Practices and Retention across New Teacher Demographic Characteristics under a Large Urban District's New Teacher Mentoring Program by Meg Caven, Raifu Durodoye Jr., Xinxin Zhang and Georgia Bock

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create a job role and responsibility diagram for the position noting how the current coaches and this position share responsibility and where they diverge.

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

2. Post and hire a person that has varied teaching experiences so they can support all grades.

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

3. Create a scheudle of Teacher Ambassador meetings, new teacher meetings to learn about college expectations and share with all teachers but a special invitation to new teachers to the school/profession.

Person Responsible   Hope Sanders (hope.sanders@polk-fl.net)

4. Create RAN forms to pay teachers to attend and the supplies needed to hold the meetings.

Person Responsible   Hope Sanders (hope.sanders@polk-fl.net)

5. Create a schedule and a system for teachers to sign up for coaching converations with the teacher content coach

Person Responsible   Hope Sanders (hope.sanders@polk-fl.net)

6. Hold monthly conversations with the teacher content coach about what new teachers need and how we can better support them.

Person Responsible   Hope Sanders (hope.sanders@polk-fl.net)

7. Create surveys for staff new to JKE to find out what is working and what they need more support with as they aclimate to the climate and culture of JKE. This will be given in Jan and end of year.

Person Responsible   Tiffany Ward (tiffany.ward@polk-fl.net)

8. Create a Friday Focus for all staff to address anything leadership needs to redirect staff based on obsercations. Share with staff and have them complete a survey about what they learned.

Person Responsible   Zachary Pry (zachary.pry@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will utilize Words Their Way (WTW) to create individualized learning plans for students in K-2 to be implemented in Power Hour. This allows differentiation based on a diagnostic system to identify their entry level. Students that score a grade level below or more below expectation will be part of a SIPPS group for Tier 3 foundational instruction. Students that are within 1 year below or above will be part of an LLI group for reading. In addition, teachers will identify priority phonics benchmarks for each quarter and monitor for Tier 2.

Kindergarten had 29% of students identified as at or above benchmark according to Spring STAR
1st grade had 20% of students identified as meeting benchmarks according to Spring STAR/Early Lit
2nd grade had 21% of students identified as meeting benchmarks according to Spring STAR/Early Lit.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Teachers will utilize Corrective Reading as the intervention during Power Hour. Students will be grouped based on diagnostic assessments.
22% of students in grades 3-5 were proficient in reading according to the 2021-2021 FSA.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade will increase the percentage of students that leave reading on grade level (1.0, 2.0, and 3.0) for the next grade by 10% as evident of the final state progress monitoring indicator.

Grades 3-5: Measureable Outcome(s)

3rd grade will increase the number of students proficient by 10% (20%-30%)
4th grade will increase the number of students proficient by 10% (20%-30%)
5th grade will increase the number of students proficient by 10% (19%-29%)

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

STAR & STAR Early Lit will be utilized to monitor proficiency throughout the year. After each assessment window teachers will work with the reading coach to analyze which students are close to moving to proficiency and evaluate if the identified plan utilized in Power Hour will succeed. The reading interventionist will monitor for students that have met the goal and move them out while moving in any students that are far below goal.
Each of the Corrective Reading groups' data will be analyzed and used to resort students depending on need.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Franklin, Meagan, meagan.franklin@polk-fl.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

SIPPS-According to Collaborative Classroom (publisher) SIPPS has been verified by various third-party research studies which vary that is has at least promising levels of improving student achievement with many studies showing significantly greater growth between control groups.
WTW-According to What Works Clearing House, WTW has a strong impact on reading achievement.
LLI-According to WWCH, LLI has a moderate impact on reading fluency
Correcting Reading-According to WWCH, Corrective reading has a promising effect on fluency.
All interventions align with K-12 reading plan and BEST ELA standards.
DBQ (Document Based Questioning)-This is to be used with students that are on track for proficiency or above. The purpose is to increase their ability to think deeply about their reading.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Many students in all grades struggle with phonics or fluency which hinders their ability to comprehend at a higher level. These interventions address the foundational issue with students and provide support with fluency once the foundations have been addressed. All programs have been shown to have at least a promising effect on student achievement in reading.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Corrective Reading Action 1-Attend the training on Corrective Reading with leadership team. Action 2-Determine the need for paraprofessional positionst to support small groups Action 3-Develop a schedule to capitalize on all human capital. Action 3-Develop plan to train teachers/push-in help in 3-5. Action 4-Organize and distribute materials. Action 5-Provide diagnostic to students Action 6-Adjust the schedule if needed Action 7-Frequent and intentional feedback loops scheduled for observation at the beginning Action 8-Monitor data for adjustments Action 9-Schedule feedback sessions with grade levels/teachers/push in help to problem solve	Franklin, Meagan, meagan.franklin@polk-fl.net
SIPPS and LLI Action 1-Order materials for school wide use of SIPPS. Action 2-Develop a schedule to capitalize on all human capital. Action 3-Develop plan to train teachers/push-in help in K-2. Action 4-Organize and distribute materials. Action 5-Provide diagnostic to students Action 6-Adjust the schedule if needed Action 7-Frequent and intentional feedback loops scheduled for observation at the beginning Action 8-Monitor data for adjustments Action 9-Schedule feedback sessions with grade levels/teachers/push in help to problem solve	Sanders, Hope, hope.sanders@polk-fl.net
Words Their Way Action 1-Purchase any additional materials Action 2-Develop plan to train teachers/push-in help in K-2 Action 3-Organize and distribute materials. Action 4-Provide diagnostic to students Action 5-Adjust the schedule if needed Action 6-Frequent and intentional feedback loops scheduled for observation at the beginning Action 7-Monitor data for adjustments Action8-Schedule feedback sessions with grade levels/teachers/push in help to problem solve	Dettling, Jennifer, jennifer.dettling@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

1. 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 and increase their understanding of the the profile of an absent student.
4. We will continue to utilize PBIS to promote appropriate behavior in students and CHAMPS to ensure that all students know the procedures and expectations to be successful.
5. We will use our Title I nights to engage families in learning how to capitalize on the learning strategies in ELA, Math, and Science. Families will have the opportunity to receive a uniform shirt for each school age student and a bag of non-perishable meal. They will be asked to post to JKE social media about the implementation of their learning and their dinner together as a family unit.
6. To raise awareness of colleges and to excite kids about the careers they can have utilizing the skills learned at school, we are partnering with Polk State College. Students will have the opportunity to visit Polk State College. We are also having Lunch and Learns with local business partners during Early Release Days to encourage students to learn about possible careers and how their lessons in school tie to a potential career.

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

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.
-Provide weekly bits of information about importance of attendance.
-Support Career Going Culture by
-Partnering with Polk State to provide opportunities to build a College Going Culture by having students visit the college
-Bringing in various career fields to the school on early release days to promote careers and community involvement.
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
-Polk State