Jesse Keen Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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 to 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.
Franklin, Meagan	Reading Coach	The Reading Coach facilitates collaborative planning with 3rd-5th 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.
Andrews, Latroi	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)
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.
Torres-Jenkins, Tanya	ELL Compliance Specialist	Mrs. Torres-Jenkins is reponsible for ensuring that our ESOL population have the support needed to gain and grow in their language. She directs the work of two of our ESOL paraprofessionals and monitors the data of our ESOL students. She works with small groups of students and supports teachers with strategies for supporting our ELL students.

Name	Position Title	Job Duties and Responsibilities
Williamson, Bethany	Reading Coach	The Reading Coach facilitates collaborative planning with K-2 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.
Wilbur, Nicholas	Dean	The dean is responsible for the daily referrals as they come through. He is also responsible for working with the district behavior management team to create, implement, and monitor a behavior plan. The dean works with the AP in managing and organizing the PBIS systems by co-creating the system, organizing the incentives, and getting information about to parents. Finally, the dean serves as a coach for classroom management for teachers that need support with procedures and routines in the classroom.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of the 2022-2023 school year, the SAC members were provided preliminary data and initial thoughts on the upcoming SIP. Possible focus areas were shared and discussed. Then, over the summer, teachers were invited to join in developing the planning for improvement section based on the data collected. They worked in the focus area that they were most interested in to help develop action steps. At the beginning of the year at Open House, parents are provided an opportunity to review, ask questions, and make suggestions for the SIP. This session is held in English and Spanish so that all of our families are involved.
Community Members-Kathy Vousden, Irish Lockard, Blanca Flores
Parents-Claudia Cerventes, Dennise Hernandez, Reina Estrada, Priscella Nevarez, Rosalia Marcial, Hazel Castro
Staff members-Anna Claudio, Lisa Gill, Shambria Sanders, Jennifer Dettling

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school will set checks for progress monitoring that will be reviewed with each progress monitoring assessment. In addition, the school action plan, which is tied to SIP, will be monitored and reviewed at each of the district based Instructional Reviews. Quarterly the leadership team and staff will review the action steps found within the SIP plan. In addition, the SIP will be reviewed each time the SAC meets and progress towards goals will be shared.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	58	47	43	51	26	60	0	0	0	285
One or more suspensions	11	5	12	23	13	42	0	0	0	106
Course failure in English Language Arts (ELA)	5	19	49	21	7	38	0	0	0	139
Course failure in Math	4	10	22	12	2	23	0	0	0	73
Level 1 on statewide ELA assessment	0	0	0	58	20	68	0	0	0	146
Level 1 on statewide Math assessment	0	0	0	66	26	83	0	0	0	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	42	41	44	47	21	66	0	0	0	261

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	27	23	29	68	28	84	0	0	0	259

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	4	1	37	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	3	0	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	51	45	39	49	51	51	0	0	0	286
One or more suspensions	8	4	10	11	12	8	0	0	0	53
Course failure in ELA	9	11	10	16	4	4	0	0	0	54
Course failure in Math	6	5	8	3	0	9	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	45	63	46	0	0	0	154
Level 1 on statewide Math assessment	0	0	0	53	61	47	0	0	0	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	33	34	25	28	75	62	0	0	0	257

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	33	34	25	28	75	62	0	0	0	257

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	51	45	39	49	51	51	0	0	0	286
One or more suspensions	8	4	10	11	12	8	0	0	0	53
Course failure in ELA	9	11	10	16	4	4	0	0	0	54
Course failure in Math	6	5	8	3	0	9	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	45	63	46	0	0	0	154
Level 1 on statewide Math assessment	0	0	0	53	61	47	0	0	0	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	33	34	25	28	75	62	0	0	0	257

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	33	34	25	28	75	62	0	0	0	257

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	21	45	53	22	47	56	22		
ELA Learning Gains				38			30		
ELA Lowest 25th Percentile				37			46		
Math Achievement*	24	49	59	26	42	50	21		
Math Learning Gains				50			22		
Math Lowest 25th Percentile				55			12		
Science Achievement*	21	41	54	28	49	59	20		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	51	54	59	54			48		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	310
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	2	2
ELL	25	Yes	2	1
AMI				
ASN				
BLK	6	Yes	4	4
HSP	30	Yes	2	1
MUL				
PAC				
WHT	25	Yes	1	1
FRL	28	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	31	Yes	3	3
HSP	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	20	Yes	1	1
PAC				
WHT	43			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	21			24			21					51
SWD	4			4			5				5	43
ELL	16			21			20				5	51
AMI												
ASN												
BLK	3			11			8				4	
HSP	24			27			23				5	51
MUL												
PAC												
WHT	23			23			21				4	
FRL	21			23			21				5	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	22	38	37	26	50	55	28					54
SWD	10	25		12	52	58	17					40
ELL	14	34	34	17	46	45	20					54
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	19	38		29	50		18					
HSP	18	36	33	22	48	54	25					54
MUL	20											
PAC												
WHT	36	42		42	57		39					
FRL	24	39	43	26	50	56	30					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	22	30	46	21	22	12	20					48
SWD	8	20		13	14		23					35
ELL	18	22	31	13	16	12	14					48
AMI												
ASN												
BLK	18	40		16	27		25					
HSP	20	24	35	18	22	11	15					48
MUL	0			20								
PAC												
WHT	40	41		38	18		38					
FRL	21	27	43	18	23	14	12					45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	43%	-28%	54%	-39%
04	2023 - Spring	41%	53%	-12%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	22%	42%	-20%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	51%	-23%	59%	-31%
04	2023 - Spring	32%	56%	-24%	61%	-29%
05	2023 - Spring	17%	44%	-27%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	39%	-20%	51%	-32%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to our FAST data, our ELL, ESE, and Black/African subgroups have a significant deficit across grades and across subjects in the percentage of students that were proficient. In ELA the Black/African subgroup only had 2% proficient in comparison to the other races which averaged 30%. Our ELL subgroup only had 12% proficient compared to our non-ELL which was at 29%. Finally, our ESE students had 9% proficient compared to 26% non-ESE. In Math our Black/African subgroup only had 10% proficient. Math was not as large of a gap, but there was still a gap. Our Black/African subgroup only had 10% proficient compared to an average of 26% in other races. Our ELL population had 17% compared to non-ELL at 29%. 10% of our ESE population were proficient in math compared to the non-ESE at 25%.
There are a few factors that contribute to this data. One is that there were multiple changes in teachers in 5th grade and in one third grade math class. The 5th grade only had 15% proficient in reading and 18% in math compared to the other grades which averaged 28% in reading and 33% proficient in math. Another contributing factor was the learning curve for the new teachers and staff in general, for developing and monitoring equivalent experiences. It was not until about January that teachers were becoming proficient in designing and delivering equivalent experiences via various technologies so that students would have experience with similar platforms.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our science scores showed the most decline. We went from 28% to 21% proficient in science. One of the factors that contributed to this decline was a change in the amount of reading students did with science content. This additional reading last year allowed many of our ELL students to learn the vocabulary needed to be successful on the science test. In addition, this year science was not infused into writing as it was in previous years. As in the previous explanation, the 5th grade team had many changes throughout the year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 5th grade reading scores had the largest gap across content areas and grade levels. While the other subject areas averaged about a 30% difference, 5th grade reading proficiency showed a 40% difference. When compared to the other grades in ELA, 5th grade was vastly less in the percentage of students who were proficient in regard to the state, as well as, within the school. There was only a 7% difference between our 4th grade ELA and the state and a 17% difference in our 3rd grade ELA and the state. Lack of teacher capacity and the turnover of teachers was the biggest contributing factor in this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Both our math and reading proficiency increased 1 point; however, in looking at the number of students that moved levels or remained at a level both reading and math showed improvement. We had 38% of our students either move a level or remain proficient in reading and 40% of our students move a level or remain proficient in math. In math 30% of our level ones moved to either a level 2 or higher. Actions taken by the school to improve in this area include tutoring during the day with identified students (RtD), use of Freckle to support learning gaps, use of Reflex math to support math fact fluency, and Number Worlds interventions. In RtD, students were grouped based on need according to various data points so that the RtD teacher could move as slow or quickly as needed. The teachers monitored Freckle and Reflex data during our MOU sessions and adjusted for students. Finally, our math coach worked with teachers on the implementation of Number Worlds so that staff used the program as directed.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our Black/African American students are consistently the lowest performing group in math and reading. They are also the highest in the number of OSS days, particularly Black/African American boys. In addition, our attendance rates for those about 90% improved last year and we held stable between 52% and 53% with 90% attendance; however, overall attendance is an area of concern. We are only at 24% of our students that have at least a 95% attendance rate.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

-Growing teacher capacity in understanding and providing equivalent experiences
-Growing teacher capacity in communicating the purpose of learning, delivery instruction, engaging students in learning, and monitoring the objective for the day/lesson.
-Increasing the percentage of ELL, ESE, & Black/African American students that are proficient in reading and math.
-Increasing the percentage of our students that are at school at least 90% of the time.
-Increasing the percentage of our 5th grade students that are proficient in science.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from FAST indicated that 23% of our students are proficient (meeting grade level expectations) in ELA and 27% are proficient in math which shows a large number of students are not able to perform at grade level expectations. Our 5th grade science data is showing that only 23%. 39% of our 5th grade students that were proficient in reading were not proficient in math. This shows that there is a lack of understanding of science concepts. Data from the Standards Based Instructional (SBI) Walking Tool indicated that 36% of the time tasks were meeting the benchmark, 46% of the time instruction matched the benchmark, and 13% of the time teachers were assessment so that they had insight into how well students were progressing with the benchmarks. We have 6 sub-groups that did not meet the requirements (SWD, ELL, Black, Hispanic, Free/Reduced Lunch, and Multiracial). These 6 sub-groups represent 83% of our school population, therefore, this is a schoolwide focus.
It is essential that our students are provided exposure and practice with the benchmarks through equivalent experiences in the manner that they will experience it on test day.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

-Increase 12% proficiency in ELA, 13% math, and 15% science according to their PM3.
-Decrease the percentage of Level 1 students leaving 2nd grade by 22% (59% to 37%) as evident on PM3
- 3/4 of our high level 2 students will move to proficiency in ELA and math according to their
-38% of our 5th grade students will score a level 3 or above in science.
-95% of observations using the SBI tool will be positive in instructional delivery by January 2024 with tasks meeting.
-80% of observations using the SBI tool be will positive in the use of formative and summative assessments by April 2024.
-Increase percentage of Black/African proficient in reading and math to within 5% of the school average.
-Decreasepercentage of SWD students scoring level 1 in reading to with in 10% of the school average in reading and within 20% in math.

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 in math (unit tests) and science (quarterlies).
-Progress monitoring of bi-weekly reading tests will be used for reading.
-School created form to monitor short term grow in interventions: Corrective Reading and Reading mastery will be used to monitor short term growth in reading while Number Worlds, Reflex, and Freckle will be used to measure short term growth in math. RtD in grades 3-5 reading fluency, math, and science.
-The SBI (Standards Based Instructional) will be used to monitor classroom walk throughs as evidence for the outcomes of coaching cycles.
-Quarterly 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Coaching cycles to increase of impact teachers on student learning.
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.
4. Utilizing paraprofessionals for supplemental support in reading and math.
5. Corrective Reading/Reading Mastery will be used to support ELA instruction.
6. Reflex Math and Freckle will be used to support math instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to Buffum, Mattos, and Weber in Simplifying Response to Interventions Four Essential Guiding Principals (2012) all students 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. Jim Knight (2012) in The Impact Cycle discusses the importance of coaches in improving instruction. Coaches work to help teachers see their current reality, identify and set goals, and provide support to help teachers meet the goal.
In addition, literature on the effect of paraprofessionals use in the classroom shows a positive effect when the paraprofessionals 1) are supplemental to the certified teacher and 2) use a research-based approach such as SRA and Number Worlds.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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:-Revisit Learning Arcs and previous tasks for alignment to benchmarks/clarifications and or train new staff on Learning Arc/Benchmark alignment in reading/math/science

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

By When: Aug 15, 2023 for training and tasks throughout year.

2. Develop a tool to inform staff of expectations and protocols for effective planning (Before, During, and After). Grade levels will develop their preplanning protocols and coaches will develop planning protocols.

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

By When: Aug 15, 2023

3. Tier Teachers and provide coaching cycles, with the support of Senior Coordinators of Instruction, for teachers/grade levels that consistently fall below 95% instruction and 80% assessment expectations.

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

By When: Aug 25, 2023 and on going

4. Develop a calendar of calibration walks for leadership team and school based leaders using the SBI tool. Subs will be used to cover classes to releasae teachers for PD.

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

By When: Sept 25, 2023 and on going (Teachers will be given this protocol the week of 7/24)

After PM1 data is collected, we will identify the two lowest benchmarks in ELA. These will be added to the Progress Monitoring tool and teachers will input data concerning those identified priority benchmarks.

Person Responsible: Meagan Franklin (meagan.franklin@polk-fl.net)

By When: Sept 29, 2023

5. After-school PD sessions will be offered to provide learning around areas that are showing low-performing trends with SBI tools and Journey Walks.

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

By When: Sept 29th and on going about every two weeks.

6. Various aspects of science data will be analyzed to determine how to intervene and accelerate in science. 4th grade data to know areas that might need to be remediated via tutoring or focused bell work in 5th grade and 5th grade quarterly assessments for tutoring.

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

By When: Sept 29th and on going

7. Paraprofessionals will have a time to meet with coaches once a week to reivew the benchmarks and tasks they will be supporing during their push in times with teachers.

Person Responsible: Latroi Andrews (latroi.andrews@polk-fl.net)

By When: October 15th

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 regarding 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.
FAST data indicates that ELL learners the gap is closing but they are consistently falling significantly behind non-ELL learners in ELA & Math proficiency. There was a 21% difference in 21/22 to now a 17% difference between ELL and Non-ELL in reading. In math, there was a 17% gap in proficiency which is now down to a 12% difference between ELL and Non-ELL.

In addition, 58% of our ELL students are in entering or emerging writing according to 22-23 ACCESS scores. 75% of ELL students made less than a year's growth in writing with 33%/the75% making less than half a year's growth. There is a need for our students to increase their confidence in writing and expressing themselves.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

*25% 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 by10%.

-All teachers will have a place in their room dedicated to academic vocabulary of areas taught by the end of the 1st quarter. This will include an anchor chart with key words.
-All teachers will incorporate and properly use accountable talk/collaborative learning opportunities in all lessons by the end of the 1st quarter.

^Decrease the percentage of students in Entry and Emerging levels, specifically in writing, by half by that 23-24 ACCESS testing in January.

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, Reading Mastery, and Language for Learning will be used to measure short term progress. The subgroup data will be tracked on the data wall.
-Common planning agenda will identify a place to determine academic language for grade level with strategies for instruction and collaborative structures.
-Teachers will complete learning modules in the platform Ellevation based on the makeup of their class. The completion of these modules will be monitored by bringing evidence of learning to PLCs.
^Students will complete on-demand writing samples throughout the year as formative assessments at least 5 times throughout the year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to two meta-analyses* from What Works Clearing House, increasing an ELL learner's academic vocabulary will increase their overall proficiency. Both meta-analyses found a strong level of evidence to support the implementation of providing high-quality vocabulary instruction by teaching essential content words in depth. Marzano's 6 steps of teaching academic vocabulary will help students move to a level 4 in access.
K-2 students that need support with language will receive Language for Learning by providing students with explicit instruction in language by naming, labeling, sorting words. Language for Learning is designed to give students a foundation for expressive and receptive language. Writing is an area of need. Be A Writer from Collaborative Classroom will be used to support writing in primary rooms. In primary, Be A Writer is based on oral language as a precursor to writing. This increases their speaking and listening skills as they are also increasing their writing ability.

*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)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

ELL students need more time and exposure to language which is provided by Language for Learning. In addition, the more time students are supported in the expressive language via speaking, the more they will grow in their ability to read. In addition, they need a structured approach that facilitates speaking and listening to grow their confidence in writing and reading.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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. Teachers will recieve PD on how to utilize ELLevation platform and look at their class lists to determine which module to start.

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

By When: Aug 25, 2023

2. Planning tool will be updated to include section for teachers to determine the key academic vocabulary with strategies and opportunities for collaborative structures/accountable talk.

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

By When: Aug 11, 2023

3.Teachers will then use ELLavation modules to grow their knowledge about their learners.

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

By When: Sept 7, 2023

4. Develop a list of students for tutoring group in the afternoon. The purpose of this tutoring will be focused on writing for 6 weeks and then math for 6 weeks. This cycle will be throughout the year. Supplemental materials in Be A Writer will be used to add on to lessons that are taught during that writing 6 week cycle.

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

By When: Sept 19, 2023

5. K-2 teachers will receive PD and supplemental instructional supplies on Be A Writer and job-embedded PD will be scheduled. Subs will be needed for teachers to attend training and then participate in peer observations throughout the year.

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

By When: Nov 1, 2023

6. Writing portfolios will be created and resources will be purchased to implement the curriculum Be A Writer.

Person Responsible: Bethany Williamson (bethany.williamson@polk-fl.net)

By When: Nov 18, 2023

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 (55%) of our students have less than 90% attendance according to the yearly average. Only 12% of students have an attendance rate of 98% or better. Some of the students that have poor attendance also have multiple disciplnary referals which effect the amout of time they are in school.

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 checks (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 bi-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 at interms and report cards 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:

Latroi Andrews (latroi.andrews@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Informing parents about the importance of attendance
2. Alternatives to suspensions
3. MTSS systems for behavior to avoid suspensions

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.
If there is an alternative to suspension, then the student does not have miss out on initial instruction.
Students might not get to the level of suspension if there are clear and consistent MTSS process in place to support students in the area of behavior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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. Determine a list of students with chronic absences based on 3 year trend data.

Person Responsible: Latroi Andrews (latroi.andrews@polk-fl.net)

By When: Aug 25, 2023

2. Dean and AP develop a SST decision tree with data tracking page that is shared with a tab for each attendance Mentor.

Person Responsible: Latroi Andrews (latroi.andrews@polk-fl.net)

By When: Sept 15, 2023

2. Identify attendance mentors for students that show chronic absenteeism and meet with social worker and Family Engagement (FE) Paras to assign students to attendance mentor.

Person Responsible: Latroi Andrews (latroi.andrews@polk-fl.net)

By When: Sept 15, 2023

4. Develop incentive plan for when students meet goals.

Person Responsible: Nicholas Wilbur (nicholas.wilbur@polk-fl.net)

By When: Sept 15, 2023

5. Dean and AP lead behavior MTSS meetings to determine supports for students that are suspended.

Person Responsible: Nicholas Wilbur (nicholas.wilbur@polk-fl.net)

By When: Sept 15, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At the end of 2023 SY, principals had to submit a needs assessment using the most recent data on hand. From this a preliminary budget was created. Once data was returned, those needs were converted to Areas of Focus and action steps were developed. All budget items have to be approved by senior directors of the districts and the managers of the various school improvement allocations. When using funds, a district created form is used to ensure that it meets the needs of the funding source.

The principal developed a SIP reflection tool that will be used to track the progress of action steps and record the resources used to complete the action step.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

86% of the students in K-3 grade are not on track to score a level 3 in 3rd grade. Students do not have foundational skills in language and in phonics to be ready to read on grade level. When students cannot decode, it effects their comprehension which effects their overall reading ability and the ability for students to identify as a reader. In K-2, teachers will utilize Reading Mastery and Language for Learning to create unique pathways to reading for their students. This allows differentiation based on a diagnostic system to identify their entry level. The primary reading coach and reading interventionist will work with teachers and students to 1) build capacity with teachers in understanding foundational skills and 2) support students in learning foundational skills.
Using placement tests, students that score into grade level expectations but show that there are still gaps in foundational knowledge will be placed in a SIPPS group so that any gaps in phonics will be filled. The primary reading coach and interventionist will work to use data to determine groups and to monitor the progress of students on mastery assessments (about every 5-10 lessons). We will also use FAST progress monitoring to determine big picture is the interventions are working.
Current 1st-73% of students left kinder not reading on grade level.
Current 2nd-64% of students left 1st not reading on grade level.
Current 3rd -74% of students left 2nd not reading on grade level.
3rd Retained-34/120 28% of 22/23 students were retained in 3rd grade.

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

64% of the students in 4th and 5th grade did not score a level 3 or higher on FAST. Students do not have foundational skills in language and in phonics to be ready to read on grade level. Because of this, they are also not fluent readers and lack the stamina to read for an extended period of time. Grade 3-5 teachers will utilize Corrective Reading to create unique pathways to reading for their students. The intermediate reading coach and reading interventionist will work with teachers and students to 1) build capacity with teachers in understanding the importance of fluency and 2) support students in learning foundational skills.
Using placement tests, students that score into grade level expectations but show that there are still gaps in foundational knowledge will be placed in a SIPPS group so that any gaps in phonics will be filled. The intermediate reading coach and interventionist will work to use data to determine groups and to monitor the progress of students on mastery assessments (about every 5-10 lessons) along with their fluency check outs. We will also use FAST progress monitoring to determine big picture is the interventions are working. Students will also be given a fluency assessment and placed in a fluency group should their data show the need.

Current 4th -70% of students left 3rd grade not on grade level.
Current 5th -55% of students left 4th grade not on grade level.
3rd Retained-34/120 28% of 22/23 students were retained in 3rd grade.

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 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 Measurable Outcomes

76% of kinder students will score at least a level 3 on PM3 by Spring.
50% of 1st grade students will score at least a level 3 on PM3 by Spring.
61% of 2nd grade students will score at least a level 3 on PM3 by Spring.

Grades 3-5 Measurable Outcomes

35% of students in grades 3-5 will be proficient in reading based on PM 3 data.
50% of students in grades 3-5 will make a learing gain based on PM 3 data.
50% of the lowest 25% of students in grades 3-5 will make a learing gain based on PM 3 data.

Monitoring

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 impact student achievement outcomes.

The area of reading will be monitored using a school made spreadsheet where all teachers enter their data based on the type of assessment during PLC and after school planning/data times. Teachers will monitor bi-weekly comprehension assessments, intervention mastery tests, fluency levels, and the progress monitoring set forth by the state three times a year. In addition, priority benchmarks will be identified and added to the spreadsheet. Each time those benchmarks appear, they will be teased out of the assessments and monitored.
In K-2, teachers will monitor fluency and mastery tests as spelled out in Reading Mastery/Language for Learning. At interims and report card times, teachers will be provided with a data reflection form with actionable next steps. They are to bring the Data Action Form to the next reflection PLC to connect, share, and make new action steps.
Teachers will also have benchmark trackers to monitor how students are retaining lessons on specific benchmarks. These are developed collaboratively with coaches and teachers to ensure that teachers know what it sounds/looks like when a student is achieving the benchmark. Teachers will use PLC time to discuss common formative questions/tasks and learn from each other on how to best support readers.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:
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?

In grades K-2, students who are below level will be using Language for Learning and/or Reading Mastery to develop a pathway to so that they are reading to learn by the end of 2nd grade. According to What Works Clearing House, Reading mastery is coded as Tier 3, Promising and reading achievement for ELL learners. Both align to the foundational ELA benchmarks.
In grades 3-5, students who are below level will be using Corrective Reading to develop a pathway to so that they are reading to learn by the end of 2nd grade. According to What Works Clearing House, Reading mastery is coded as Tier 3, promising for fluency.

In grades 3-5, students who are below level will be using Corrective Reading to develop a pathway to so that they are reading to learn by the end of 2nd grade. According to What Works Clearing House, Reading mastery is coded as Tier 3, promising for fluency.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These were selected because they provide clear entry points for students and a way to monitor progress. Students take a placement test. This test lets the screener know where to place the student so that they are starting in their Zone of Proximal Development in reference to their phonics needs. In addition, if student has an underlying language issue that needs to be addressed, they can be further screened and receive support in language.
Students in K-2 that are on level, but not strong in phonics or have gaps will be screened and placed in a SIPPS group if the screener shows gaps in phonics. According to a study conducted in SEG-Measurement, which met the ESSA Tier 2 requirements, SIPPS was shown to significantly greater growth in as little as 3 months in their reading ability.
SIPPS was selected because it follows the same systematic instruction model as Reading for Master which kids and teachers are accustom to and it allows for various entry points to meet the unique needs of the reader.
Students in 3-5 that are on level, but not strong in phonics or have gaps will be screened and placed in a SIPPS group if the screener shows gaps in phonics. According to a study conducted in SEG-Measurement, which met the ESSA Tier 2 requirements, SIPPS was shown to significantly greater growth in as little as 3 months in their reading ability.

SIPPS was selected because it follows the same systematic instruction model as Reading for Mastery which kids and teachers are accustom to and it allows for various entry points to meet the unique needs of the reader.

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
K-2-Train teachers in Reading Mastery/Language for Learning 3-5 Train teachers in Corrective Reading This initial training that involves teachers, interventionists, and coaches ensures that school based leaders know and understand Reading Mastery/Corrective Reading. Consultants will come to the school approximately 4 times. The consultants will model and do side-by-side coaching with teachers. Funds are reserved to pay for subs so that teachers and observe model lessons and grow their professional understanding of the initiative. There are walking tools for admin and coaches to monitor the implementation of initiatives. These will be completed weekly for the first month to provide a tight feedback loop for teachers. Then, it will move to twice a month with coaching for teachers that need more support. Teachers that are using SIPPS with groups will be provided training if they did not use the program last year. These groups also have a walking tool that will be used to monitor the implementation of SIPPS. We will follow the same monitoring protocol where teachers are given feedback weekly for the 1st month and then at least twice a month.	Dettling, Jennifer, jennifer.dettling@polk-fl.net
Screen students for placements in both reading support systems and develop a system so that as new students come in, they will be screened and placed. The reading leadership team will reach out to consultants to help make instructional decisions concerning placement of students and the development of groups.	Williamson, Bethany, bethany.williamson@polk-fl.net
The reading leadership team will develop a monitoring system for mastery tests and fluency within Reading Mastery and Corrective Reading. The monitoring system will inform the Literacy Leadership team with what percentage of the students are passing their mastery tests as opposed to the average percent correct. In fluency, the monitoring tool will monitor if students are making their fluency goals not if they are reading rates are on grade level. Fluency norms come from BEST ELA benchmarks. Data will be monitored bi-weekly for individual student trends and teacher trends. Bi-weekly is needed because there are between 5-7 lessons, and up to 15 lessons, between mastery tests. This gives time for lessons to be taught. Data will be used to inform coaching cycles for individual teachers and the overall professional learning needed. The Literacy Coaches will work with consultants to develop learning plans for teachers and provide insight into next steps.	Dettling, Jennifer, jennifer.dettling@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP and major components are put into a 1 page, front/back document.This document tells the areas of focus and brief action steps. It also includes what percentage of the budget. This is given to parent at Open House for feedback and comments. It is also highlighted at Parent Nights so that parents can see how the night aligns and supports the SIP. Finally, it is shared at SAC and CAT meetings for questions and feedback.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://jke.polkschoolsfl.com/
Jesse Keen builds positive relationships with parents throughout the year. It starts at our Back to School Bash where fully registered students receive a backpack full of supplies. Parents also have access to many wrap around services that they can inquire about and sign up for at this time. Throughout the year we have many parent events. These events are family focused and center around helping bridge that gap between home and school. Finally, on early release days our community members are invited in to speak to our students about their career and how their career supports JKE's community. We highlight business partners and community members on social media. This year, staff members are expected to make positive phone calls each month. The teachers will call their students while other staff members will be given a list of students for about 10 slots and then leave 5 slots to fill as they notice students in their job roles.
This year, 3rd grade parents will be invited 4 times throughout the year to ensure that they, and their student, understand the importance of reading on grade level in 3rd grade. There will be an initial information session explaining the testing requirements. Then, using various funding sources, we will have subs so that reading teachers can meet with them during the day, and we will pay teachers to stay in the evenings.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Jesse Keen is committed to sending students to the next grade level with the skills needed to be successful. To reach this vision, we are implementing various reading interventions and math interventions. Each one has an assessment for entry points so that students receive what they need. For those students that are already achieving grade level expectations, they will be part of above level groups in reading and provided extending, critical thinking activities during math center time.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The leadership team at Jesse Keen is in constant contact with various state and local support systems. At the end of the year, the principal developed the needs assessment with the state contact supporting the school. The leadership team also worked with district leadership to gain access to intervention programs so that teachers can be trained and supported.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Jesse Keen has a guidance counselor on site and shares a mental health professional and a school social worker with another school. The team meets monthly to discuss any students in need and trends that are being seen at the school. Should a student need to meet with a mental health professional, they request it through their teacher. If a student makes a threat to themselves or others, they are immediately seen by a mental health professional.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Each early release day, community members in various careers are asked to come and have lunch with our students. During this time, our students are able to learn about different professions and how the skills they are learning tie to performing that job role.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Tier 1 Expectations are in every classroom and provided to teachers. These are taught, named, and practiced throughout the campus.
1. Mutual Respect
2. Active Learner
3. Prepared Always
4. Problem Solver
5. Safety First

Tier 2-These are shared with staff at the beginning of the year and the students during lunch the 1st week of school and then the week that corresponds.Students that have more than four (4) referrals for any reason during a month will enter for Tier 2 Intervention. Within 5 school days of the 4th referral, Dean meets with the student to determine to gain insight into the behavior and will conduct a behavioral observation in the classroom. Parents and teachers will be part of the conversations and intervention and will receive training on the intervention. Dean , AP, and Guidance will work together as the Behavioral Team

Tier 3-Students that remain in Tier 2 for more than two cycles, are suspended more than 2X, or exhibit violent/threating behaviors will enter Tier 3. Students in this level will remain in their Tier 2 intervention and have individual sessions with the Dean Wilbur. If the event that triggered the Tier 3 is extreme, then during the initial behavior meeting, they will be added to a Tier 2 group, or a Tier 2 intervention will be added. A team will use something like ERASE to determine causes. Parents will be asked to meet to develop a behavior plan further and provide insight. Tier 3 is more individualized and intensive and could look like There will be weekly classroom observations to ensure that interventions are being used. There could also times when the Dean Wilbur could model the intervention for the teacher. Documentation on this level requires a frequency scale so that meaning can be made of patterns in the behavior. Parents will receive an update bi-weekly on the student's progress.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers meet one day during the school day in a planning PLC. The intent of this time is to ensure teachers understand the intent of the benchmark, clarifications, and to analyze tasks for alignment. During this time, coaches may have mini-PD on certain benchmarks if previous year data show that very few of the students were successful. The goal is to have a structural outline of how learning will progress over the next week or two. Then, after school two days a week, staff come together for additional time. This time is used for planning and use data to make instructional decisions. Again, there can be some professional learning during this time if walk through data is showing an instructional trend.
Coaches and Interventionist help to retain teachers by supporting them with planning, task alignment, and being a sounding board in lesson development. The district provides a mentor teacher to any staff member that is alternatively certified. They work on various instructional tools, lesson planning, and data analysis.
Finally, leadership members attend sessions held by the district for teachers. JKE teachers are encouraged to attend and are provided materials needed to implement based on the topic.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

JKE offers an Up and Coming Explore event for incoming kinder students. This is a time for parents to learn about expectations for their new kinder. In addition, our preschool students can visit special areas so that they can gain that experience. We encourage all of our Prek students to attend the free Kindergarten readiness camp held each year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$186,162.28
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	1241 - Jesse Keen Elementary School	UniSIG	1.0	$55,156.04
			Notes: Other Certified Instructional Personnel - School based Coaches - Literacy who co-teach, coach, and assist with the instruction of students in classrooms			

	Function	Object		Budget Focus	Funding Source	FTE	2023-24
	6400	160		1241 - Jesse Keen Elementary School	UniSIG	0.32	$21,714.68
		Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.					
	6400	210		1241 - Jesse Keen Elementary School	UniSIG		$10,533.22
		Notes: Retirement - 13.57%					
	6400	220		1241 - Jesse Keen Elementary School	UniSIG		$5,938.04
		Notes: Social Security - 7.65% staff development activities for instructional staff at the school					
	6400	231		1241 - Jesse Keen Elementary School	UniSIG		$14,556.96
		Notes: Health and Hospitalization					
	6400	232		1241 - Jesse Keen Elementary School	UniSIG		$28.51
		Notes: Life Insurance					
	6400	240		1241 - Jesse Keen Elementary School	UniSIG		$434.68
		Notes: Workers Compensation .56%					
	5100	150		1241 - Jesse Keen Elementary School	UniSIG	2.0	$45,739.00
		Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation					
	5100	210		1241 - Jesse Keen Elementary School	UniSIG		$6,206.78
		Notes: Retirement - 13.57% - Instructional Personnel -					
	5100	220		1241 - Jesse Keen Elementary School	UniSIG		$3,499.03
		Notes: Social Security y -7.65% -Instructional personnel					
	5100	231		1241 - Jesse Keen Elementary School	UniSIG		$22,056.00
		Notes: Health and Hospitalization - Instructional Personnel					
	5100	232		1241 - Jesse Keen Elementary School	UniSIG		$43.20
		Notes: Life Insurance - Instructional personnel					
	5100	240		1241 - Jesse Keen Elementary School	UniSIG		$256.14
		Notes: Workers Compensation - .56% - Instructional Personnel					
2	**III.B.**	**Area of Focus: ESSA Subgroup: English Language Learners**					**$25,040.48**
	Function	Object		Budget Focus	Funding Source	FTE	2023-24

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1241 - Jesse Keen Elementary School	UniSIG		$11,232.00
			Notes: Be A Writer Supplies - 9 class packages at $1,200 each			
	5100	510	1241 - Jesse Keen Elementary School	UniSIG		$2,100.53
			Notes: Instructional supplies - paper, pencils, pens, highlighters, folders, notecard, notebooks, ink/toner			
	6400	731	1241 - Jesse Keen Elementary School	UniSIG		$7,470.00
			Notes: Be A Writer Virtual PD Package - Self-paced support material available to staff as needed for up to 35 staff members			
	6400	310	1241 - Jesse Keen Elementary School	UniSIG		$3,000.00
			Notes: Be a Writer in-person professional learning for 50 participants for 1 day.			
	6400	310	1241 - Jesse Keen Elementary School	UniSIG		$1,237.95
			Notes: 9 substitutes ($137.55 each) for Be a Writer in person professional learning			
3	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$79,673.43**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1241 - Jesse Keen Elementary School	UniSIG	1.0	$56,350.66
			Notes: Other Certified Instructional Personnel - School based Academic Dean			
	5100	210	1241 - Jesse Keen Elementary School	UniSIG		$7,646.78
			Notes: Retirement - 13.57% - Instructional Personnel -			
	5100	220	1241 - Jesse Keen Elementary School	UniSIG		$4,310.83
			Notes: Social Security y -7.65% -Instructional personnel			
	5100	231	1241 - Jesse Keen Elementary School	UniSIG		$11,028.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232	1241 - Jesse Keen Elementary School	UniSIG		$21.60
			Notes: Life Insurance - Instructional personnel			
	5100	240	1241 - Jesse Keen Elementary School	UniSIG		$315.56
			Notes: Workers Compensation - .56% - Instructional Personnel			
					Total:	**$290,876.19**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes