

Keenes Crossing Elementary

5240 KEENES PHEASANT DR, Windermere, FL 34786

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
24%

Alternative/ESE Center
No

Charter School
No

Minority
35%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To be the top producer of successful students in the nation.

Provide the school's vision statement

To lead our students to success with the support and involvement of families and the community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During Pre-Planning and the first few weeks of school, Keene's Crossing Elementary engages in activities designed specifically to gather information and understanding about the students' backgrounds, interests, and cultures. Keene's Crossing Elementary provides an opportunity at the annual Meet the Teacher Event, Kindergarten Roundup, and home visits for parents to share information about students and families to begin the relationship building process.

Additionally, Keene's Crossing provides opportunities for students, parents, and teachers to build relationships. For example, parents attend events such as:

Numerous PTO Events including Fall Festival, Grandparents Night, Family Movie Night, Family Fun Run, Solar Bears Family Fun Night, Spirit Nights, Family Game Nights:

September-Destination College Tailgating/Open House, Book Fair

October- Fall Festival

November-Parent Conferences

December-Barnes and Noble Book Fair/Holiday Concert

March-Character Book Parade

These events allow administration, teachers, and staff to interact with families and learn about students' backgrounds, cultures, and needs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Keene's Crossing Elementary creates an environment where students feel safe and respected by having rules, procedures, and expectations for all locations on campus including common waiting areas and dismissal locations. Staff members monitor each of the common waiting areas and common school locations to ensure all procedures are being followed and students are safe before school.

At dismissal, teachers and staff members monitor duty posts to ensure all students are following rules and procedures to maintain student safety.

The Code of Conduct is reviewed once per quarter to refresh students on behavior expectations. Parents are also informed of the Code of Conduct at the beginning of the year and are asked to review with their child(ren).

In order to maintain a safe environment during after school clubs and evening events, rules and procedures are also in place. Parents are made aware of expectations and procedures through School Messenger Messages, phone calls, email correspondence, and brochures from the school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Keene's Crossing Elementary utilizes a Positive Behavior Support program titled P.A.W.S. (P-Persistent focus on learning, A-always respect others W-Well prepared for success, S-Safe school environment). These clear behavioral expectations are posted in all areas of the school with corresponding expectations for the area. These expectations assist with minimizing disruptions and increasing learning time. Students receive tickets for engaging in P.A.W.S. or going above and beyond. Students are recognized weekly on the morning announcements as "Pick of the Pride" (exemplary behavior) and "Cougar of the Week" (excellence in academics). If a disciplinary incident occurs, teachers utilize Kelso's choices in addition to reflection logs. Both tools encourage students to enact a positive plan for "next time". If either of these are not successful, Keene's Crossing has developed a "Classroom Referral". This is designed for incidents which require documentation and are slightly more serious in nature. This form is sent home to parents and a phone call is issued prior to the CR going home. If a student receives 3 CR for the same incident, the next step would be an "Office referral". This type of referral is more serious in nature and OCPS protocol is followed to ensure fairness and consistency.

Training for school staff occurs during pre-planning and is on-going throughout the school year to ensure the system is fairly and consistently enforced.

Class Dojo is also widely used to manage classroom behavior. Classroom teachers also share their classes with special area teachers, so they can work together to provide positive behavior support.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Keene's Crossing Elementary school employs a full-time guidance counselor and Behavior Specialist and, OCPS assigns a quarter time Social Worker. Our school engages in a year-long Character Education program, where monthly character traits are examined by not only the Guidance Counselor via school wide morning announcements, but classroom teachers are also encouraged to further delve into each trait by including this into their lessons. Services which are offered to ensure the social-emotional needs of all students are being met include six week rotating social skills groups which focus on working in groups, peer interaction, and character education. Weekly social skills groups are more intensive and targeted in working on peer interaction skills, attention seeking, and improving relationships with others. An in-house mentoring program for students who maybe low-performing, socially isolated, and require positive role modeling meets bi-weekly. Teachers are paired with students and they meet and check-in with the student to gauge progress, identify possible issues, and are a non-judgmental sounding board for students. Keene's Crossing also contracts with SEDNet providers who provide more targeted school based counseling for students with severe social-emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system used at Keene's Crossing include:

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of school suspension: Child Study teams meet and an attendance plan is executed with the student.

*A Level 1 on the statewide, standardized assessment in English Language Arts or mathematics: interventions are put into place and monitored through Performance Matters

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	20	12	12	11	12	73
One or more suspensions	2	1	4	3	2	2	14
Course failure in ELA or Math	0	0	10	7	6	3	26
Level 1 on statewide assessment	0	0	0	24	18	17	59

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	9	9	5	26

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All students at Keene's Crossing Elementary participate in intervention and enrichment at various times throughout the day. Teachers use this time to provide Tier 2 Interventions to their MTSS Students and any other students that are struggling. Students who are performing on target and above grade level receive additional reading practice or more rigorous activities to increase student achievement. Student progress during the intervention block is monitored on a weekly basis by administration and the leadership team. All progress monitoring data is housed under the MTSS Section of Sharepoint for easy review. Data Chats are also used with teachers to discuss student achievement and plans in place for our struggling students. Regular MTSS Meetings are scheduled with the MTSS Team every 4-6 weeks to discuss student progress. If students are not successful with Tier 2 interventions, Tier 3 intervention are put in place to provide layered instruction to ensure learning gains to help students close the achievement gap.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

One of our main parental involvement targets is to increase parental involvement in academic aspects. Currently, the bulk of our large-scale parental involvement is for the more community-based/ PTO family events. We would like to increase the amount of parental involvement in SAC and curriculum events.

Parents will also be kept informed of their student's progress through parent-teacher conferences.

Teachers will provide an Individual Student Success Plan for each student which includes student overall targets and achievement, student individual benchmark/skill achievement, and MTSS support.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Keene's Crossing Elementary promotes ADDitions, which is our district and school volunteer program. Parents, families, and community members are encouraged to take an active role in PTO, SAC, Teach-In, Read to Succeed, and various other on campus events.

Keene's Crossing Elementary has a Partners in Education Coordinator who reaches out to local businesses to secure donations to utilize resources to support the school and student achievement. Our PTO also raises money to support students in ways such as purchasing a shade cover for the playground during the 14-15 school year and helping purchase materials to support teachers with reading instruction. Our Partner in Education Coordinator and PTO Board form partnerships with the local community which benefit both our school and their organizations. Student achievement is also recognized and rewarded by Partners in the local community through the use of coupons every 9 weeks. Our school has also partnered with various partners and organizations offering after-school programs on campus. These programs support student achievement not only socially, but also academically. PTO/ADDitions Volunteers are recognized 3 times per year for their support and involvement with Keene's Crossing Elementary.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Donaldson, Sherry	Principal
Lerman, Amy	Assistant Principal
Oats, Eileen	Assistant Principal
Carlson, Ryan	Instructional Coach
Castiblanco, Rocio	Instructional Coach
Glucksman, David	Other
Greenwald, Shelley	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Leaders perform classroom walk-throughs to gather data to manage instructional support and align this with targeted professional learning. The role of the leadership team is to ensure that high quality instruction and interventions are matched to students' needs at every tier. This will be achieved by meetings where data is used in the decision making process. Leadership meetings will be held bi-weekly to discuss school data prior to meeting with classroom teachers by grade level. The meetings will consist of looking at trends present in subgroups and teachers. The team will discuss ways to support teachers in making greater learning gains in student achievement and which teachers may need an increases level of support in administering tier 1-3 instruction. The behavior component will

also be addressed by examining trends of referrals and need for administrative support for teachers in dealing with behavior.

Bi-weekly data meetings are held between leadership team and classroom teachers. Intensity and correct instruction of tier 1 instruction based on grade level expectations will be addressed. Data is used to determine the specific needs of students and which students need tier 2 and 3 interventions. Data is continually being revisited and used to focus tier 2 and 3 instruction on specific learning objectives. Staff development and resources are provided to classroom teachers to support the tier 2 and 3 instruction. The leadership team will guide teachers into using appropriate interventions to address needs of individual students not the tier 2 and 3 students as a group. This will support teachers in conducting and choosing appropriate interventions for students.

Horizontal and vertical subject based PLCs are also used to support teachers in determining appropriate support for students. MTSS leadership team will attend these meetings in a rotating fashion. All notes are posted on Sharepoint for easy review and next steps.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS process and definitions of the tiers were explained to SAC. Consensus on events/activities to support student learning during and after school hours was achieved. Expectations of student learning were specified according to the Florida Standards. Intervention resources and programs for student learning will be discussed and provided in triangle visual.

The school improvement plan incorporates the core principles of MTSS, which include early intervention, using scientific, research-based materials, using data to make decisions, and monitoring student progress to inform instruction.

The MTSS team continues to decrease the disproportionate number of students represented in exceptional educational services. The MTSS team will continue to monitor the placement of students into ESE services, and monitor the effectiveness of tier 2 and tier 3 interventions.

The MTSS Team will focus on decreasing the achievement gap for each Identified subgroup by 10%. This will be done through bi-monthly data meetings and monthly data chats with individual teachers. Specific needs of students falling in identified subgroups will be addressed.

Teachers are also participating in Instructional Rounds to see other teachers instructing students to strengthen their own pedagogy.

We will track student progress by using research-based and district assessments (F and P, Lexiles, and Performance Matters). Final determination of impact will be gained from comparing school-wide reading data from 2014-to 2015. Data impact on teachers will be gathered through informal evaluations and a follow-up to our BOY needs assessment survey.

Supplemental Academic Instruction (SAI):

We will use our allocation to staff 4 degreed tutors for 5 days a week, for approximately 6 hours per day. These tutors will focus on 3rd grade students projected to score a Level 1 or 2, previously retained 3rd graders, or students at tier 2 or tier 3. The tutors will use a small group environment and target deficient skills identified in benchmark testing, weekly assessments, and 9 weeks assessments. The tutor will use both hands on manipulative, as well as research-based intervention materials. Weekly progress monitoring will be conducted and reported to the general education teacher and the MTSS team. All progress monitored documentation will be housed on Sharepoint for easy review.

In addition to small group instruction/pull-out model, the degree tutor will push into classrooms to assist students in the general education/whole group setting. This will increase the number of minutes students receiving guided support, positive re-enforcement, and one-on-one assistance. The degree tutor can assist the identified students remain focused, and provide assistance as needed.

These degreed tutor will utilize a research-based comprehensive intervention program as well as

FCRR student center activities to provide students tangible/hands on practice. Measurement of Results: will be determined by using weekly progress monitoring of both fluency—FAIR Fluency OPM kit and

Comprehension—benchmark specific mini assessments. The results will be communicated weekly to the general education teacher as well as the MTSS team leader. Degree tutor will be invited to data meetings and MTSS meetings as needed. F&P and SRI are used for assessment purposes.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sherry Donaldson	Principal
Andrea Keysor	Teacher
Shelley Greenwald	Parent
Melinda Whitmore	Teacher
Wendi Dabney	Teacher
Kizzy Maxwell	Teacher
Sara Lellyo	Teacher
Leslie Bounds	Teacher
Lauren Murray	Teacher
Leonor Ibarra	Teacher
Christina Avery	Teacher
Michelle Mungall	Parent
Sharon Rumney	Parent
Angellow Ortiz	Parent
Sandy Thuringer	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Data is shared at the first SAC Meeting of the school year. The discussion revolves around evaluation of last year's school improvement plan. We review all of our final assessment data and analyze the results.

Development of this school improvement plan

The SAC Committee provides suggestions and feedback for the development of the School Improvement Plan. The draft is shared with the committee at the second meeting and the committee provides feedback to help finalize the plan. Progression of the plan and School Improvement activities are reviewed with the members at each SAC Meeting and the committee provides feedback throughout the year regarding progress.

Preparation of the school's annual budget and plan

The SAC team meets on a monthly basis and will discuss the use of budget funds to meet the needs the school improvement goals.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NA

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Oats, Eileen	Assistant Principal
Donaldson, Sherry	Principal
Greenwald, Shelley	Instructional Coach
Lerman, Amy	Assistant Principal
Castiblanco, Rocio	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Increase participation in reading programs that can be utilized during and after school such as Reading Plus and Accelerated Reader.

Assist in the implementation of ongoing progress monitoring.

Ensure that components of the Journey's core Reading program is used to support the transition to the Florida Standards and that FSA assessed grades have the support and resources to address Florida assessed standards.

Assist in the implementation of novel studies and literature circles to help increase the exposure to rigorous and authentic text.

Assist with the implementation of Scholastic Reading Inventory as a progress monitoring tool in grades 3-5.

Assist with the training and implementation of Fontas and Pinnell assessment.

Assist with the development of grade specific benchmark assessments, 9 weeks assessments, etc which will be used as progress monitoring data.

LTT provides support in implementing writing across the all content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Keene's Crossing Elementary provides time for teacher to meet for PLC Meetings and common planning.

This planning allows for collaborative planning to ensure effective instruction is taking place. These meetings help to create collaborative relationships and positive working relationships among teachers. Our teams also meet during their weekly team meetings to discuss strategies to improve student instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- 1) All applicants at Keene's Crossing must go through extensive screening and hiring process which ensures that they are considered highly qualified by the district. New hires attend a district-mandated training which goes into more specifics about district policies, visions and goals.
- 2) To help with retention, KCES utilizing a in-house new teacher induction program. New teachers attend monthly meetings hosted by various qualified staff. At these meetings, the new teachers are introduced to district/school policies and procedures, positive behavior support expectations, curriculum standards, and MTSS expectations. New teachers are assigned a mentor to assist with the transition to our school, build rapport, and answer questions. Throughout the school year, new teachers meet with administration to receive feedback on their growth. At these meetings they are also able to voice any concerns.
- 3) Beginning teachers are paired up with a leadership team member that work directly with that grade level team.
- 4) The administrative team at Keene's Crossing will create a strong sense of community among teachers and staff through team building, professional development activities, and grade level collaboration. This collaboration will help teachers grow professionally and build strong relationships with other staff members and the community.
- 5) Beginning teachers will participate in the book study, *The Art and Science of Teaching*, to help them understand the teacher evaluation system in place and the strategies to help them with their instructional practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentees are paired with highly qualified, master teachers, who have model classrooms and have completed the Clinical Educator training. Weekly training are provided to acclimate new teachers to the school and to provide professional development in the following areas:

August: Classroom Management, Share Point navigation, Orientation and Needs Assessment, Lexia

September: Progress Book, Progress Reports, Open House, Data Collection, IMS, Learning Goals and Scales, DQ 3, Field Trips

October: Parent conferences, Report Cards, Training on various district assessments, Math Vocabulary, Marzano Arts and Science Book Study, Question 3, Deliberate Practice Growth Plan, Arts and Science Book Study, Structured Teaching Book Study, Small Group Instruction

November: Preparing for Observations (more on learning goals and scales), ELL Strategies and ESE Accommodations, Design Question 4, MTSS Graphing

December: DQ4, Root Cause and making instructional decisions

January: Retention letters, MTSS

February: Differentiated Instruction, Data Analysis

March: ESE/ELL overview, accommodations, strategies

April: focus on remaining design questions, FSA

May: End of year procedures (cum folders, pink/blue cards, final report cards, end of year room prep), celebrating success

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core materials and the Florida Standards. Core Instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards based resources during daily instruction. Collaborative Planning time will help teachers work together to use resources in their grade level planning to improve student instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Keene's Crossing Elementary uses data to provide differentiated instruction in a variety of ways. High achieving classes were added to each grade level to ensure the rigor would be at the needed level to increase the learning gains with students scoring at high levels on district and standardized assessments. Teachers use various forms of instruction in the classroom and based on data they differentiate their small group instruction. If small group instruction does not suffice for struggling students, students are placed into the MTSS Program to provide an additional layer of instruction (Tier 2). If no or limited progress is made with an additional layer of support provided in the classroom, students are then pulled out for Tier 3 Services and instructed in deficit areas by highly qualified personnel. Teachers are responsible for providing bi-weekly progress monitoring for Tier 2 students and weekly progress monitoring for Tier 3 Students. All MTSS progress monitoring is displayed on Sharepoint for administration and instructional support to review.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,000

Computer Labs will be open 30 minutes prior to the start of school to allow students to access Reading Plus and/or Lexia. These programs target fundamental Reading skills and comprehension skills.

Strategy Rationale

The data indicates the need for students to be provided additional time with the core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Castiblanco, Rocio, rocio.castiblanco@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Reading Plus and Lexia programs are able to provide detailed student reports on grade level progress as well as time on task. Performance Matters data will be analyzed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To help with the transition to elementary school our Kindergarten team has set up the following transition program:

- 1) Kindergarten Information Session and School Tour which is held in the Spring. This information session is advertised on the school website, PTO page, school marquee, and front office flyers. This information session outlines a typical elementary school day, the kindergarten curriculum, and the procedures at Keene's Crossing.
- 2) Teacher/Family meet and greet. This meet and greet is held off campus at a family friendly restaurant. Families are able to meet their child's teacher and meet other incoming kindergarten parents. This allows parents and kids to interact in a fun and stress-free environment.
- 3) Kindergarten home visits. In addition to the meet and greet, kindergarten teachers conduct a home visit for each of their incoming students. During this home visit, the kindergarten teacher gathers information on how to best meet the learning needs of the student, and is able to answer specific questions from parents.
- 4) Kindergarten beginning of the year screening and assessments. At home visits, kindergarten teachers set up basic screenings which are completed prior to the beginning of the school year. These assessments target basic kindergarten readiness skills. The data allows the teachers to target specific academic needs, or provide enrichment when needed.
- 5) Beginning of the Year Kindergarten Parent Breakfast. This is a welcome breakfast offered to all new kindergarten parents. The breakfast is held on campus, and parents are welcomed to join after dropping their child off for the first day of school. PTO provides information on school events and ways parents can become involved at Keene's Crossing.
- 6.) VPK Transition
- 7.) Bridgewater 101 Parent Night and School Visit for 5th grade students/parents

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Keene's Crossing Elementary provides multiple exposures to college and career readiness options including having a schoolwide Destination College Tailgating Event where colleges and college information is brought in for students and families. Various activity stations are also available for students to learn more about college readiness. A bulletin board was displayed showing where all teachers and staff member attended college. Banners and flags are displayed in the cafeteria and the main lobby. Teachers have door signs that display what college they attended and during our tailgating event, students participated in a door decorating contest.

Keene's Crossing Elementary also has a monthly Destination College Spirit Day where everyone wears their collegiate apparel to support college readiness.

Other events and activities that prepare students for college and career readiness include the following:

- UF Trip to College of Engineering
- Future Problem Solvers Club
- STEM Club
- Science Club
- Teach-In

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

To prepare our students for 21st century careers with technology and industry, Keene's Crossing has various digital curriculum including Lexia, Accelerated Reader, and KeHMH Think Central with

interactive lessons. Also, many teachers have SMART Boards in their classrooms. Two ipad carts and laptops are available for teacher use and our STEM Lab also uses ipads with the lego robotic program. Three computer labs are available for teachers to use with their classes to prepare students for careers involving computers by providing time for students to conduct research and work on research projects.

Fifth grade students who work on the announcements also learn to monitor technology through the news production crew which rotates throughout the year to provide students with the opportunity to learn and experience the multimedia production process.

Keene's Crossing Elementary will also host a Rube Goldberg STEM Competition and invite other schools in the district to participate. Students will also have the opportunity to visit UCF Engineering Department to learn more about their program.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Keene's Crossing Elementary has a STEM Lab which focuses on inquiry investigations and experiments. This program focuses on hands on experience with science, technology, engineering, and math while focusing on problem solving in real world situations. Lego Robotics are used to help students with robot construction, programming, and problem solving. The STEM Curriculum incorporates project based learning into interdisciplinary technology instruction.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Keene's Crossing Elementary uses assessments such as F&P, SRI, Journey's, and Go Math to identify deficiencies. Based on assessment data, teachers will provide the necessary interventions and enrichment support beginning in August and continuing throughout the school year to increase reading and math proficiency and to prepare students for future success.

In addition, STEM activities are embedded in the instruction to provide real world problem solving experiences for those who would like to pursue a future in science, math, engineering, or technology.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of focusing on professional development, Florida Standards, and the instructional framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase as a result of focusing on professional development, Florida Standards, and the instructional framework. **1a**

G040207

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	82.0
AMO Math - All Students	77.0
Math Lowest 25% Gains	73.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	86.0

Resources Available to Support the Goal **2**

- Reading Common Core aligned curriculum--Journey's Grade K-5 IMS-Scope and Sequence, Measurement Topic Plans Tier 2 and Tier 3 intervention materials: Journey's Intervention Guide, Lexia, Early Interventions Level 1 and Level 2, FCRR, Safari Montage Instructional Support Teachers: CCT, ESOL Paraprofessional, Degreed Tutors, ESE Resource Teacher K-2, ESE Resource Teacher 3-5, Behavior Specialist, ESE para professional, Reading Resource Teacher, CRT, Literacy Leadership Team, Administration, MTSS Leadership Team, Grade Level/PLC Committees, Staffing Specialist, School Psychologist. Technology Resources: Reading Plus/ Lexia, AR, SRI (Scholastic Reading Inventory) Assessment and Progress Monitoring Resources: FAIR, Performance Matters, grade specific formative assessments (9 week assessments) Benchmark assessments, Individualized data Sheets, Progress Monitoring Sheets, Core Phonics Survey Professional Development: Expert Series, Book Study, New Teacher Induction, PLC/Committees, Thinking Maps, Instructional Rounds Performance Matters
- Common Core aligned curriculum-Go Math IMS-Scope and Sequence, Measurement Topic Plans Tier 2 and Tier 3 intervention materials: Go Math Intervention Materials, Moby Max, Technolgoey Resources Instructional Support Teachers: Math Coach K-5, CRT, Degreed Tutors, ESE Resource Teacher K-2, ESE Resource Teacher 3-5, Behavior Specialist, Administration, MTSS Leadership Team, Grade Level/PLC Committees, Staffing Specialist, School Psychologist Assessment and Progress Monitoring Resources: Go Math Assessment Materials Professional Development: Expert Series, Thinking Maps, PLC/Committees
- Instructional Coaches (Reading and Math)

Targeted Barriers to Achieving the Goal **3**

- Teachers are new to Florida Standards, assessment, and instructional framework.
- Teachers have difficulty analyzing data and using it to drive instruction.
- Teachers have difficulty creating differentiating center activities.

Plan to Monitor Progress Toward G1. 8

The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth. Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.

Person Responsible

Sherry Donaldson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student data sheets, data walls, data notebooks, 9 week assessment results, district/state-wide student assessment results. teacher created assessments, analysis of student growth at data meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase as a result of focusing on professional development, Florida Standards, and the instructional framework. **1**

 G040207

G1.B1 Teachers are new to Florida Standards, assessment, and instructional framework. **2**

 B097192

G1.B1.S1 Provide professional development on Florida Standards, assessment, and instructional framework. **4**

 S139868

Strategy Rationale

To give teachers a better understanding of the Florida Standards, the Florida Standards Assessment, and the instructional framework.

Action Step 1 **5**

Provide professional development on the new standards through the deconstructing process.

Person Responsible

Shelley Greenwald

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

-Sign in Sheets -Professional Development Calendar -Powerpoint of Training Sessions
Posted on Sharepoint -PD agenda

Action Step 2 5

Teachers were provided planning days to create standards based common assessments.

Person Responsible

Sherry Donaldson

Schedule

Quarterly, from 4/2/2014 to 5/29/2015

Evidence of Completion

Common assessments aligned with the standards.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor using the following: checking lesson plans, classroom walkthroughs/feedback, PLC meeting notes, grade level meeting notes and MTSS meetings notes. Performance Matters data will be reviewed and instruction will be adjusted as needed.

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Evidence will consist of the following: lesson plan review, I observations data and feedback, PLC meeting notes, grade level meeting notes, MTSS notes and Performance Matters data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Performance Matters data

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

-Grade level common assessments -Benchmark Assessments -Go Math Assessments - Journey's Assessments -Florida Standards Assessment -End of Course Exams

G1.B1.S2 Use PLCs to create common assessments that are aligned to the Florida Standards and to ensure that lesson plans are rigorous enough to meet the demands of the Florida Standards, with a specific focus on high yield strategies. 4

 S139869

Strategy Rationale

To prepare students to be successful on assessments and meet the demands of the Florida Standards.

Action Step 1 5

Teams will create common assessments to match the rigor of the new Florida Standards.

Person Responsible

Sherry Donaldson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common Assessments, PLC Notes, Assessment Results, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Staff Training on Common Assessment Creation

Person Responsible

Sherry Donaldson

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common Assessments, Sign in Sheets, PLC Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Participation at PLC Common Assessment Meetings

Person Responsible

Sherry Donaldson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC Meeting Notes, PLC Sign-In Sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on the new standards through the deconstructing process.	Greenwald, Shelley	8/18/2014	-Sign in Sheets -Professional Development Calendar -Powerpoint of Training Sessions Posted on Sharepoint -PD agenda	6/3/2015 weekly
G1.B1.S2.A1	Teams will create common assessments to match the rigor of the new Florida Standards.	Donaldson, Sherry	8/18/2014	Common Assessments, PLC Notes, Assessment Results, Lesson Plans	6/3/2015 monthly
G1.B1.S1.A2	Teachers were provided planning days to create standards based common assessments.	Donaldson, Sherry	4/2/2014	Common assessments aligned with the standards.	5/29/2015 quarterly
G1.MA1	The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth. Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.	Donaldson, Sherry	8/18/2014	Student data sheets, data walls, data notebooks, 9 week assessment results, district/state-wide student assessment results. teacher created assessments, analysis of student growth at data meetings	6/3/2015 biweekly
G1.B1.S1.MA1	Performance Matters data	Donaldson, Sherry	8/18/2014	-Grade level common assessments - Benchmark Assessments -Go Math Assessments -Journey's Assessments - Florida Standards Assessment -End of Course Exams	6/3/2015 weekly
G1.B1.S1.MA1	Monitor using the following: checking lesson plans, classroom walkthroughs/ feedback, PLC meeting notes, grade level meeting notes and MTSS meetings notes. Performance Matters data will be reviewed and instruction will be adjusted as needed.	Donaldson, Sherry	8/18/2014	Evidence will consist of the following: lesson plan review, I observations data and feedback, PLC meeting notes, grade level meeting notes, MTSS notes and Performance Matters data.	6/3/2015 weekly
G1.B1.S2.MA1	Participation at PLC Common Assessment Meetings	Donaldson, Sherry	8/18/2014	PLC Meeting Notes, PLC Sign-In Sheets	6/3/2015 monthly
G1.B1.S2.MA1	Staff Training on Common Assessment Creation	Donaldson, Sherry	8/18/2014	Common Assessments, Sign in Sheets, PLC Notes	6/3/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase as a result of focusing on professional development, Florida Standards, and the instructional framework.

G1.B1 Teachers are new to Florida Standards, assessment, and instructional framework.

G1.B1.S1 Provide professional development on Florida Standards, assessment, and instructional framework.

PD Opportunity 1

Provide professional development on the new standards through the deconstructing process.

Facilitator

The Leadership Team

Participants

All instructional staff

Schedule

Weekly, from 8/18/2014 to 6/3/2015