



## Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
73%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
78%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

### School Board Approval

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

### 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
Priority	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Jesse Keen Elementary, we will be respectful, responsible, and productive citizens in order to become the best readers, writers, scientists, mathematicians, and artists we can be.

##### **Provide the school's vision statement**

The welfare of our students is the most important factor in our school. student proficiency and academic rigor are the hallmarks of everything that we do.

#### School Environment

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

Jesse Keen Elementary school learns about students' cultures through both our ESOL program and our positive behavior support program. Over 50% of our school population comes from Hispanic families. Jesse Keen Elementary seeks to understand and support the families of our students through our school outreach program, coordinated by our Parent Resource Center. Our positive behavior support process focuses on teachers establishing positive relationships with students. Teachers are required to meet with the parents of students who are need of academic support and guidance. This process requires the development of a success plan which is between both the teacher, parents and students. This plan is monitored and parties meet throughout the year to determine successful outcomes.

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

Jesse Keen Elementary implements several programs designed to foster an environment of safety and security of our students. Our school implements an anti-bullying support group consisting of students coordinated by both our school psychologist and guidance counselor. Also, students are able to report incidents that occur after school to the resource officer assigned to our school. Our school is secure through the means of adequate fencing around the perimeter of the school and visitors must access the campus through the main office, which is secure through an electronic door. The school also implements a school-wide positive behavior support plan, K-5. Character Education is taught via the concepts of the keys for character daily before formal instruction begins for the day.

##### **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**

Jesse Keen Elementary implements a school-wide behavior support plan based upon the concepts of positive behavior support processes aligned to the C.H.A.M.P.S. model. Teachers receive trainings and the beginning of the year and receive follow up trainings in January. In this model, students earn points for positive behavior examples and their points awarded are indicated on a class behavior template as a means of monitoring with fidelity. Our school has a person on staff to ensure the program is implemented with fidelity. Finally, a positive behavior committee composed of teachers,



paraprofessionals and administration, review behavioral data and make recommendations to the school community.

**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**

Jesse Keen Elementary uses the support methods of our school psychologist, guidance counselor and has secured the services of a district parent-student involvement liaison. All of these persons work in concert with each other, to help all students with problems specific to school, home, or mentoring. Our parent involvement para has a case load of 15 families that she targets and monitors for academic, social and psychological services.

**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 goal of Jesse Keen Elementary is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. Our EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports sent from our school district to our school principal. The data is shared with our teachers, school counselors, and the parents of identified students who are off track and need more intensive supports.

Our system monitors our students who are falling behind on academic knowledge and skills so that we can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep our students on track for graduation.

**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	28	17	17	21	15	12	110
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	90	55	78	223
Overage 2 or more years for the grade	0	2	1	12	5	4	24

*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	1	4	1	1	7

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

The following intervention strategies are employed by our school to assist in the improvement of the academic performance of students identified by the early warning system.

- \* 1-hr extra daily Reading Instruction.
- \* 60 minutes of Tier 2 differentiated instruction based upon student specific skill deficiencies.
- \* Small group instruction for 3rd Grade students conducted by our Title 1 Reading Interventionist
- \* Collaborative Planning (Weekly) by teachers in all content areas.
- \* Retired Teachers Assisting Students with Reading Interventions during Tier 2 and the 1-hr extra Reading Time (Push-In Model).
- \* School Messenger Notification System informing parents of student absences from school.
- \* School Attendance Social Worker monitoring chronic absentee students and conducting parent conferences based upon levels of the attendance contracts. Assistance and accountability measures are included in these conferences.

## 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?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196004>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Through the school Parent Involvement Program, Jesse Keen Elementary seeks to secure and sustain partnerships with the local community. The following community partnerships and identified resources are on-going at our school:

- \* CSX Industries - Christmas gifts for identified low-income children
- \* Rack Room Shoes - Athletic shoe donations to our school clinic
- \* Westgate Community Development Association - School benches and grounds equipment
- \* Law Firm of Holland & Knight - Clothing for needy students during the Christmas Holiday Season
- \* Agape Food Bank - Non-Perishable meals provided for identified students each weekend (75 meals)
- \* Retired Educators of Jesse Keen Elementary - Adult volunteer hours donated to work with low-performing students in both Reading and Mathematics.

## 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
Griffin, Joe	Principal
Vann, Ingrid	Assistant Principal
Casper, Michelle	Instructional Coach
Taveras, Marlene	Instructional Coach
Chehaib, Hiba	Guidance Counselor
Hughes, Jennifer	Administrative Support
Jones, Tracy	Administrative Support

### Duties

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

1. Joseph A. Griffin, Jr. - Principal - Administrator. Mr. Griffin serves as the principal of the school. He is responsible for the overall instructional program at Jesse Keen Elementary. During his first year at Jesse Keen, he established the school-based leadership team and assigned various roles to each member of the team. Mr. Griffin is directly responsible for evaluating 2nd - 5th grade instructional staff.
2. Ingrid Vann - Assistant Principal - Administrator. Mrs. Vann serves as the assistant principal of the school. Mrs. Vann's role consists of coordinating the assessment program for all K-5 students. She is responsible for overseeing the school-wide ESOL program, Extended Learning, Exceptional Student Education (ESE), and is responsible for evaluating Kindergarten, First, Specials and ESE teachers. Mrs. Vann chairs the assessment committee and assigns roles to members of the assessment team regarding state-wide assessments.
3. Hiba Chehaib - Guidance Counselor - MTSS - Academic and Behavior Support. Mrs. Chehaib serves as the school guidance counselor. She is responsible for overseeing guidance services, student support services for students who are in need of both academic and behavioral support, and she is responsible for the school charitable program. Mrs. Chehaib chairs our school outreach team and supports the efforts of the members of the team.
4. Marlene Taveras - Title 1 Reading Coach - Mrs. Taveras serves as the Reading Coach for Jesse Keen Elementary. Her role is to coordinate and lend support to teachers needing assistance in the area of Reading. She is also responsible for assisting the assistant principal in the implementation of the state progress monitoring process (FAIR). Mrs. Taveras facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Reading.
5. Paul Taylor - School Psychologist - Student Evaluator - Mr. Taylor serves as our school Psychologist, assigned by our school district. He serves on both the school's Problem-Solving Leadership Team (PSLT) and assists in the Problem-Solving team meetings with teachers. He assists teachers in ensuring fidelity regarding the completion of the Multi-Tiered Student Support (MTSS) process.
6. Michelle Casper - Title 1 Math Coach - Mrs. Casper serves as the Math Coach for Jesse Keen Elementary. Her role is to coordinate and lend support to teachers needing assistance in the area of Mathematics. She is also assists the assistant principal in the implementation of the school progress monitoring process. Mrs. Casper facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Mathematics. She also serves of both the PSLT team and participates in teacher conferences as part of the MTSS process.
7. Dr. Jennifer Hughes - LEA Facilitator - ESE Program - Dr. Hughes is responsible for the coordination of the school's ESE program. She supports teachers in the development of student Individual Educational Plans (IEP), assists teachers in the development of schedules to serve students in academic areas, and facilitates all ESE conferences.
8. Tracy Jones - Title 1 Interventionist - Mrs. Jones is responsible for both the management of the

school's Title 1 program and works with small groups of students in Reading. Her time is devoted to 70% in serving struggling students in grades 3rd through 5th and 30% in the management of the Title 1 program. Mrs. Jones assists in areas such as the assessment team and oversees the parent involvement program for Title 1.

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

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

- \* Review school-wide, grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done bi-weekly if new data is available.
- \* Help referring teachers design feasible strategies and interventions from struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- \* Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- \* Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- \* Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

NA

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

NA

Head Start

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jessica Boyd	Parent
Joseph A. Griffin, Jr.	Principal
Ingrid Vann	Education Support Employee
John Jones	Teacher
Brandi Hoffman	Parent
Shambria Sanders	Parent
Vickie Robinson	Parent
Jordan Hubbard	Parent
Amanda Harris	Parent
Sandra Lopez	Parent
Marina Sanchez	Parent
Yadira Martinez	Parent
Tracy Jones	Teacher
Noelle Joubert	Teacher
Audith Poleon	Education Support Employee
Mary Sayers	Teacher

**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*

The SAC committee met at its initial meeting to review the 2013-2014 SIP plan to determine areas of the SIP that were met and areas that need improvement according to data taken from the State of Florida School Accountability Report. Discussions were held to inform the committee on barriers and available resources in accordance to the 2013-2014 plan. Suggestions from members were taken for the purpose of the development of the 2014-2015 plan.

*Development of this school improvement plan*

The SAC chair served as a member of the school improvement planning committee. The chair attended both the district SIP orientation meetings and the state Differentiated Accountability training. The planning committee met periodically with the task of developing the SIP using the 8-step problem-solving model. The SAC chair was involved in this process. The final draft of the SIP was presented to the SAC for approval prior to submission to the district.

*Preparation of the school's annual budget and plan*

The SAC committee reviewed both the annual school budget and the 2014-2015 school SIP plan. Input from the committee was given and the plan was adjusted according to feedback given from the committee. The plan along with the adjusted budget was reviewed as part of the initial meeting of the 204-2015 SAC committee.

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

Purchase of personnel for Extended Learning Programs - \$1,350.00  
 Purchase of supplies and resources for Parent Involvement Programs to address At-Risk subgroups - \$2,500.00

**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
Jones, Tracy	Other
Chehaib, Hiba	Guidance Counselor
Taveras, Marlene	Instructional Coach
Hughes, Jennifer	Teacher, ESE
Vann, Ingrid	Assistant Principal
Taylor, Paul	Psychologist

**Duties**

### **Describe how the LLT promotes literacy within the school**

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

## **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**

Jesse Keen Elementary teachers conduct collaborative planning based upon the following manner:

- \* Grade level teachers plan units and meet in grade level teams with coaches weekly. Mathematics is done each Tuesday and Reading is done on Thursdays. The team must complete a Standards-based Instructional template outlining items such as standards, "I Can Statements", key vocabulary, formative assessments, small group instruction, etc. Each team member is required to lend input towards the development of the plans for each content area.
- \* The role of the coaches is to help steer the grade level team towards alignment of the instruction to the standards. Administrators are present designed to assist the team with information on resources and to become aware of the upcoming units and standards taught by the grade levels.

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

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

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

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

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

## **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**

Jesse Keen Elementary ensures that its core instructional programs and materials are aligned to the Florida standards in the following manner:

- \* Teachers are required to plan units via a standards-based instructional model.
- \* Teachers are required to use the district's learning maps to plan instruction. The learning maps are aligned to the Florida Standards.
- \* The Core Reading, Math and Science materials are aligned and adopted as part of the core curriculum.

Jesse Keen Elementary uses Reading Wonders as the Reading Basal, Go Math as the Math Basal and the

State of Florida's CPALMS site for supplemental curriculum for Reading, Math and Science.

- \* Administrators conduct regular lesson plan checks to ensure fidelity of plans and resources used at our school.

### 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***

Jesse Keen Elementary uses data to provide and differentiate instruction to meet the diverse needs of its students via the following:

- \* Teachers were engaged in a day-long training session designed to inform teachers on how to disaggregate student data, set goals for school, classroom and individual students.
- \* Teachers conduct data chats with students to monitor progress in meeting individual target goals.
- \* All teachers provide differentiated instruction in both reading and mathematics. Students are provided small group instruction and the instruction is differentiated based upon student deficiency.
- \* Jesse Keen Elementary uses the following supplemental programs: (1) Tier 2 Interventions - Reading Wonders; (2) Tier 3 Interventions - Reading Wonderworks - Reading Wonders; (3) Reflex Math - Math Fluency; (4) Edu Smart - Science; (5) Leveled Literacy Interventions - Reading - Grades K-2.

***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: After School Program**

**Minutes added to school year: 4,800**

The school incorporates 2 after school tutoring programs for students identified as ESOL and targeted Level 2 reading students in grades 3-5. Both programs occur during the month of October and run for 16 weeks prior to state testing. Both programs occur after school 2 days per week, for 75 minutes per day. Students receive interventions that are specific to their individual deficiencies. Both programs incorporate direct instruction between teacher and student. The fidelity of the programs is done by the school's Assistant Principal along with the school's Reading coach.

**Strategy Rationale**

This strategy is designed to give students additional practice on skills that they lack in order to ensure success on the state assessment in 2015.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Vann, Ingrid, [ingrid.vann@polk-fl.net](mailto:ingrid.vann@polk-fl.net)

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

The school incorporates 1-hr of additional Reading instruction for students in grades K-5. The extra hour occurs daily, 180 days for the year, and is a part of the master schedule. Students receive interventions that are specific to their individual deficiencies and enrichment for students who are level 3 thru level 5. The school uses the Wonderworks program from the Reading Wonders series. Wonderworks incorporate direct instruction between teacher and student in a group session.. The fidelity of the programs is done by the school's Principal along with the school's Reading coach.

### **Strategy Rationale**

The fidelity of the program is a state requirement based upon the results of the school grade from the previous year.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Griffin, Joe, joe.griffin@polk-fl.net

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

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

## **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**

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

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

### 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***

NA

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

NA

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

NA

***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***

NA

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

## 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. Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.** 1a

G040455

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	44.0
FSA - English Language Arts - Proficiency Rate	45.0
FCAT 2.0 Science Proficiency	44.0
ELA/Reading Gains	65.0
Math Gains	62.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	58.0
CELLA Writing Proficiency	62.0

**Resources Available to Support the Goal** 2

- Academic Coaches (Reading, Math & Science)
- Collaborative Planning Times
- Increased Title 1 Funds
- Jesse Keen PD Academy
- Test Item Specifications
- District Support Coaches
- PD360
- CPALMS
- School Lesson Planning Format
- State Intervention
- Technology - Smart Technology, Computers
- Reading Wonders
- Go Math Text Series
- Extended Learning Program
- Technology Platforms (EduSmart, Reflex Math, Gizmos)
- 3 Computer Labs
- 1-hr Extra Reading - K-5
- Title 1 Interventionist
- Voyager for ELP
- Scholastic Chapter Book Readers
- Wonderworks for "Power Hour"
- Rosetta Stone
- Progress Monitoring Process

- Interventions in Reading Wonders
- Title 1 Parent Involvement Room
- ESOL Tutors
- ESE Support Staff (LEA, self-contained & Inclusion Teachers)
- Guidance Support Program (Guidance Counselor & School Psychologist)

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack understanding of the Florida Standards
- Lack of focused and structured collaborative planning process

**Plan to Monitor Progress Toward G1. 8**

The leadership team will collect progress monitoring data to determine the school progress toward our school goal and targets.

**Person Responsible**

Joe Griffin

**Schedule**

Biweekly, from 11/3/2014 to 6/4/2015

***Evidence of Completion***

Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IMPROVE assessments, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats. Dana Center Action sheets will also be compiled and discussed during leadership team 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.** Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

**1**

 G040455

**G1.B1** Teachers lack understanding of the Florida Standards **2**

 B097837

**G1.B1.S1** Teachers will deconstruct Florida Standards with the support of school based coaches and administrators who received training by the district. **4**

 S133685

### Strategy Rationale

In order to plan standards based lessons, teachers need to understand the depth and rigor of the Florida Standards.

### Action Step 1 **5**

Teachers will participate in district training to learn how to deconstruct the Florida Standards.

#### Person Responsible

Michelle Casper

#### Schedule

On 10/18/2014

#### Evidence of Completion

Sign-in Sheets and District Registration forms.

**Action Step 2** 5

Teachers will meet in PLCs with administrators and coaches to deconstruct the Florida Standards.

**Person Responsible**

Michelle Casper

**Schedule**

Weekly, from 10/21/2014 to 5/29/2015

**Evidence of Completion**

Completed Standards-Based Instructional Tool (SBIT), Instructional Alignment Tool, Agendas, Collaborative Planning Weekly Sign-in Sheets

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

Via coaches, administrators will collect SBIT (Reading) and Instructional-Alignment Tools (Math) completed by teachers.

**Person Responsible**

Joe Griffin

**Schedule**

Weekly, from 10/13/2014 to 5/29/2015

**Evidence of Completion**

Completed SBIT and IAT

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

Teachers will use the SBIT and IAT to collaboratively plan lessons aligned to the standards.

**Person Responsible**

Ingrid Vann

**Schedule**


Weekly, from 10/13/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans that meet the full intent of the standards as checked by administration.



**G1.B2** Lack of focused and structured collaborative planning process **2**

 B097839

**G1.B2.S1** Structured collaborative planning will consist of deconstruction of standards and planning standards based lessons. **4**

 S139036

**Strategy Rationale**

To build teachers' capacity in planning/developing standards-based lessons.

**Action Step 1** **5**

Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct standards and complete the alignment tools.

**Person Responsible**

Joe Griffin

**Schedule**

Weekly, from 10/13/2014 to 5/28/2015

**Evidence of Completion**

Teacher sign-in sheets, SBIT, IAT and agendas.

**Action Step 2** **5**

Teachers will meet to plan standard based lessons using the collaborative planning tools completed during the collaborative grade level planning meetings.

**Person Responsible**

Marlene Taveras

**Schedule**

Weekly, from 10/15/2014 to 5/29/2015

**Evidence of Completion**

Administrator and coaches planning observations and lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrators attend the weekly collaborative planning meetings to support coaches and teachers.

**Person Responsible**

Joe Griffin

**Schedule**

Weekly, from 10/13/2014 to 5/29/2015

***Evidence of Completion***

Observations of planning meetings and completed Standards Based Instructional Tool (SBIT) and Instructional Alignment Tool (IAT) from planning.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administrators will conduct lesson plan checks to determine the effectiveness of collaborative planning

**Person Responsible**

Ingrid Vann


**Schedule**

Weekly, from 11/7/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans developed based on the Florida Standards.

**G1.B2.S2** Teachers will deliver standards-based instruction as developed in the collaborative planning process. 4

 S145716

### Strategy Rationale

If teachers deliver standards-based instruction, then student proficiency in all content areas should be evident..

### Action Step 1 5

Administrators and coaches will participate in professional development on how to collect classroom data through the district-wide classroom walkthrough training from the Dana Center.

#### Person Responsible

Joe Griffin

#### Schedule

On 11/19/2014

#### Evidence of Completion

Administrator and Coaches sign-in sheets from district training.

### Action Step 2 5

Administrators and coaches will conduct classroom visits to collect data on effective classroom instruction, standards-based instruction and provide feedback through a teacher reflection process.

#### Person Responsible

Joe Griffin

#### Schedule

Biweekly, from 12/10/2014 to 5/29/2015

#### Evidence of Completion

Dana Center data collection sheets, summary classroom data sheets, reflection conversation sheets, and next steps completion forms.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

Administrators provide teachers with feedback and coaching support based on classroom visit data.

**Person Responsible**

Joe Griffin

**Schedule**

Weekly, from 10/13/2014 to 6/4/2015

**Evidence of Completion**

Administrators will provide a copy of the completed SBI Observation Tools and Dana Center forms to teachers for feedback. Coaches will keep a log of teacher support in a binder. Admiinistrators will enter classroom visit data into Journey.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Student progress monitoring data will be analyzed for the effectiveness of standards-based classroom instruction.

**Person Responsible**

Ingrid Vann

**Schedule**

Biweekly, from 11/15/2014 to 6/4/2015

**Evidence of Completion**

Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IMPROVE assessments, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats.

**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	Teachers will participate in district training to learn how to deconstruct the Florida Standards.	Casper, Michelle	10/18/2014	Sign-in Sheets and District Registration forms.	10/18/2014 one-time
G1.B2.S1.A1	Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct standards and complete the alignment tools.	Griffin, Joe	10/13/2014	Teacher sign-in sheets, SBIT, IAT and agendas.	5/28/2015 weekly
G1.B2.S2.A1	Administrators and coaches will participate in professional development	Griffin, Joe	11/18/2014	Administrator and Coaches sign-in sheets from district training.	11/19/2014 one-time

**Polk - 1241 - Jesse Keen Elementary School - 2014-15 SIP**  
*Jesse Keen Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	on how to collect classroom data through the district-wide classroom walkthrough training from the Dana Center.				
G1.B1.S1.A2	Teachers will meet in PLCs with administrators and coaches to deconstruct the Florida Standards.	Casper, Michelle	10/21/2014	Completed Standards-Based Instructional Tool (SBIT), Instructional Alignment Tool, Agendas, Collaborative Planning Weekly Sign-in Sheets	5/29/2015 weekly
G1.B2.S2.A2	Administrators and coaches will conduct classroom visits to collect data on effective classroom instruction, standards-based instruction and provide feedback through a teacher reflection process.	Griffin, Joe	12/10/2014	Dana Center data collection sheets, summary classroom data sheets, reflection conversation sheets, and next steps completion forms.	5/29/2015 biweekly
G1.B2.S1.A2	Teachers will meet to plan standard based lessons using the collaborative planning tools completed during the collaborative grade level planning meetings.	Taveras, Marlene	10/15/2014	Administrator and coaches planning observations and lesson plans.	5/29/2015 weekly
G1.MA1	The leadership team will collect progress monitoring data to determine the school progress toward our school goal and targets.	Griffin, Joe	11/3/2014	Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IMPROVE assessments, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats. Dana Center Action sheets will also be compiled and discussed during leadership team meetings.	6/4/2015 biweekly
G1.B1.S1.MA1	Teachers will use the SBIT and IAT to collaboratively plan lessons aligned to the standards.	Vann, Ingrid	10/13/2014	Lesson plans that meet the full intent of the standards as checked by administration.	5/29/2015 weekly
G1.B1.S1.MA1	Via coaches, administrators will collect SBIT (Reading) and Instructional-Alignment Tools (Math) completed by teachers.	Griffin, Joe	10/13/2014	Completed SBIT and IAT	5/29/2015 weekly
G1.B2.S1.MA1	Administrators will conduct lesson plan checks to determine the effectiveness of collaborative planning	Vann, Ingrid	11/7/2014	Lesson plans developed based on the Florida Standards.	5/29/2015 weekly
G1.B2.S1.MA1	Administrators attend the weekly collaborative planning meetings to support coaches and teachers.	Griffin, Joe	10/13/2014	Observations of planning meetings and completed Standards Based Instructional Tool (SBIT) and Instructional Alignment Tool (IAT) from planning.	5/29/2015 weekly
G1.B2.S2.MA1	Student progress monitoring data will be analyzed for the effectiveness of standards-based classroom instruction.	Vann, Ingrid	11/15/2014	Data from module benchmark assessments (Math), school progress monitoring assessments (Reading), District IMPROVE assessments, FAIR, district writing assessments will be compiled into a spreadsheet and discussed during data chats.	6/4/2015 biweekly
G1.B2.S2.MA1	Administrators provide teachers with feedback and coaching support based on classroom visit data.	Griffin, Joe	10/13/2014	Administrators will provide a copy of the completed SBI Observation Tools and Dana Center forms to teachers for feedback. Coaches will keep a log of teacher support in a binder. Administrators will enter classroom visit data into Journey.	6/4/2015 weekly

## 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.** Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

**G1.B1** Teachers lack understanding of the Florida Standards

**G1.B1.S1** Teachers will deconstruct Florida Standards with the support of school based coaches and administrators who received training by the district.

### PD Opportunity 1

Teachers will participate in district training to learn how to deconstruct the Florida Standards.

#### Facilitator

Joe Griffin

#### Participants

Grade level teachers.

#### Schedule

On 10/18/2014

**G1.B2** Lack of focused and structured collaborative planning process

**G1.B2.S1** Structured collaborative planning will consist of deconstruction of standards and planning standards based lessons.

### PD Opportunity 1

Collaborative planning meetings will be facilitated by coaches in which teachers deconstruct standards and complete the alignment tools.

#### Facilitator

Michelle Casper (Math - Tuesdays), Marlene Taveras (Reading - Thursdays), Nilsa Hernandez (Science - every 3rd Wednesdays), Michael Greenlee (District Math Coach): "Standards of Mathematical Practice" PD

#### Participants

Grade Level Teachers

#### Schedule

Weekly, from 10/13/2014 to 5/28/2015

**G1.B2.S2** Teachers will deliver standards-based instruction as developed in the collaborative planning process.

**PD Opportunity 1**

Administrators and coaches will participate in professional development on how to collect classroom data through the district-wide classroom walkthrough training from the Dana Center.

**Facilitator**

University of Texas/Dana Center

**Participants**

School Administrators and Leadership Team

**Schedule**

On 11/19/2014

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.	3,762
<b>Grand Total</b>	<b>3,762</b>

### Goal 1: Teachers will collaboratively plan and deliver standards-based instruction with fidelity in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - District Training Funds for substitutes participating in Dana Center Training.	School Improvement Funds	762
<b>B2.S1.A1</b> - School Professional Development. In-service points assigned to participating teachers.	Title I Part A	0
<b>B2.S2.A1</b> - Reading strategies training on close reading and how to construct and implement effective flexible groups.	Title I Part A	3,000
<b>Total Goal 1</b>		<b>3,762</b>