Keenes Crossing Elementary

2017-18 School Improvement Plan

Keenes Crossing Elementary

5240 KEENES PHEASANT DR, Windermere, FL 34786

https://keenescrossinges.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Keenes Crossing Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

To be the top producer of successful students in the nation

2. School Environment

a. 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. To begin the relationship building process, Keene's Crossing Elementary provides opportunities for parents to share information about students and families at Meet the Teacher, Kindergarten Roundup, and Kindergarten home visits.

Additional opportunities for students, parents and teachers to build relationships are provided throughout the school year. These events allow administrators, teachers and staff to interact with families and learn about students' backgrounds, cultures and needs. Some events include:

-PTO - Spirit Nights, Back to School Bash, Grandparents Night, Family Movie Night, Family Fun Run and Orlando Magic Night

-August - Kindergarten Roundup, Boohoo Breakfast, Back to School Bash
-September - Destination College Tailgating/Open House, Book Fair, Grandparents' Night, Spirit Night
-October - Fall Festival, Book Character Parade, Spirit Night, Mother/Son Event
-November - Spirit Night, Boosterthon Fun Run
-December - Holiday Concert, Holiday Shop, Spirit Night, Winter Book Fair
-January - Orlando Magic Family Night, Spirit Night, Rube Goldberg Event
-February - Movie Night, Family Dance, Multicultural Night, Spirit Night
-April-Family 5K Fun Run, Spirit Night
-May - Book Fair, Spirit Night

ELL parents are also invited to participate in multilingual Parent Leadership Council meetings 3 times per year. The purpose of PLC meetings is to:
-Promote the welfare of English Language Learners in our school, home and community
-To ensure that ELL students are achieving their full potential
-To provide feedback to OCPS prior to submission of the ELL plan to the Florida Department of Education
-To develop relationships between parents, school personnel and district personnel that promote collaboration
-To develop positive professional relationships between administrators, teachers and parents
-To provide training opportunities and information for parents, parent groups, teachers, school staff or community groups that will empower parents to become active participants in their child's education

Keene's Crossing Elementary also celebrates students' cultures through events such as Black History Month and Hispanic Heritage Month. Events are tied to these celebratory months and information is shared with students and families. As our classrooms become more diverse, we integrate cultural activities into our curriculum. This not only builds respect in the classroom, but also builds relationships with students and families.

b. 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 areas to ensure all procedures are being followed and students are safe before, during and after school.

Keene's Crossing Elementary also has a Cougar CARE Team which helps make decisions regarding safety and school-wide procedures. The team collaborates regarding decisions that are in the best interest of the student body.

The OCPS Code of Student 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 it 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 Connect Orange messages, phone calls, email correspondence and brochures from the school.

c. 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 school-wide behavioral system titled P.R.I.D.E, which stands for patience, respect, integrity, determination and excellence. Students must display these positive qualities as they navigate throughout the campus. These clear behavioral expectations are posted in all areas of the school with corresponding expectations for the area. These expectations minimize disruptions and increase learning time. Students are recognized weekly as "Pick of the Pride" (exemplary behavior) and "Cougar of the Week" (excellence in academics). If students do not make positive choices, Keene's Crossing has developed a classroom behavior notification form. Prior to sending the form home to parents, a phone call is made to the parent to explain the misbehavior and reinforce school-wide expectations. If a student receives 3 behavior notifications for the same incident, the student is referred to the office. This type of referral is more serious in nature and OCPS protocol is followed. Training for school staff occurs during pre-planning and is ongoing throughout the school year to ensure fair and consistent implementation.

Keene's Crossing will also recognize a "Student of the Month" from each classroom each month beginning in September. Students will be chosen based on classroom behavior and their hard work and dedication with academics.

Teachers are required to complete a classroom behavior management plan. This plan helps the teacher to clearly define their classroom expectations for themselves. They will then communicate the plan to the students in the classroom and the parents so they can be a partner in promoting positive classroom behaviors.

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.

In addition to establishing a safe cafeteria and positive environment, PAWS have been implemented to reinforce making positive choices as a class. Classes earn PAWS for prizes and recognition for making good choices and keeping the cafeteria safe.

d. 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 behavior specialist. Areas of focus this year will include school administrators ensuring that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and an MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.Our staffing specialist also supports using Learning For Life and social skill building. Our school engages in a year-long character education program, where monthly character traits are examined by the staffing specialist and behavior specialist via school-wide morning announcements; teachers are also encouraged to further support each trait by including them into classroom lessons. Keene's Crossing also contracts with SEDNet providers who provide more targeted school-based counseling for students with severe social-emotional needs.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 includes:

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of school suspension: The registrar runs a weekly attendance report to review if there are any student attendance issues. If so, the Child Study Team meets and an attendance plan is implemented with the student.

*One or more suspensions, whether in school or out: A behavior plan is developed if disruptive behaviors do not decrease. The behavior specialist tracks referrals each month and strategies are put in place to support repeat offenders.

*Course failure in English Language Arts or Mathematics: Interventions are implemented and monitored through by tracking each standard with the 8 Step Model to ensure students are closing the achievement gap. The MTSS coach supports teachers with implementation of tiered support for students making limited or no progress.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	19	18	22	19	15	0	0	0	0	0	0	0	109
One or more suspensions	1	0	2	0	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	1	6	1	1	2	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	24	17	19	0	0	0	0	0	0	0	60
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	6	5	9	0	0	0	0	0	0	0	21

c. 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/or enrichment at various times throughout the day. Teachers use this time to provide tiered interventions for struggling students. Those performing on target or 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 administrators and the leadership team. All progress monitoring data is posted on Google drive for easy review. Data chats are also used with teachers to discuss student achievement and plans are put in place for our struggling students. MTSS team meetings are held every month to discuss student progress. If students are not successful with Tier 2 interventions, Tier 3 interventions are put in place to provide layered instruction to ensure learning gains.

This year, in addition to attendance being monitored, an incentive plan will be put in place to encourage all students to attend school regularly. Each month, the top class per grade level will be rewarded for having the lowest absences and tardies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Currently, the bulk of our large scale parental involvement is for community-based/PTO family events. Parental involvement is high when students are involved in the events; however, we would like to increase the amount of parental involvement in SAC and school-based 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 overall achievement targets, individual skill achievement, and MTSS support, if applicable.

2. 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's volunteer program. PTO/ ADDitions volunteers are recognized three times per year for their support and involvement with Keene's Crossing Elementary. Parents, families and community members are encouraged to take an active role in PTO, SAC, Teach-In, Read to Succeed and various other events on campus.

Keene's Crossing Elementary has Partner in Education co-coordinators who reach 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 other ways. For example, the PTO is purchasing materials to support reading and math instruction. Our Partner in Education coordinators and PTO board form partnerships with the local community which benefits 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 organizations offering after-school programs on campus. Various on-campus activities and field trips provided students with STEM exploration, which has had a positive impact on academics. Outside partners, resources and events included Mid-Florida Tech STEM field trip, University of Florida STEM field trip, UCF field trip, I-Bricks and Explore Learning. These programs support student achievement not only socially, but also academically.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Donaldson, Sherry	Principal
Friedman, Michelle	Other
Drone, Jennifer	Instructional Media
Watkins, Deberoh	Dean
Maples, Jonnie	Teacher, K-12
Bawden, Korey	Assistant Principal
Simmons, Melanie	Assistant Principal

b. Duties

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

Sherry Donaldson, Principal, Melanie Simmons and Korey Bawden, Assistant Principals:
The administrators perform classroom walk-throughs to manage instructional support and alignment of professional learning. They collaborate with teachers to ensure that the achievement gap is closing among subgroups. Leadership meetings are held weekly to review and discuss school data prior to

meeting with classroom teachers.

Monthly data meetings are held with classroom teachers to discuss the intensity and appropriate implementation of tier 1 instruction, based on standards. Data is used to determine the specific needs of students and which students need Tier 2 and 3 interventions or enrichment. Data is continually revisited and used to focus Tier 2 and 3 instruction and enrichment on specific standards. Staff development and resources are provided to support classroom teachers.

The administrators facilitate horizontal and vertical subject-based PLCs focused on the appropriate support for students. All notes will be posted on sharepoint and Edmodo for easy review and next steps. The administrators will discuss the support deemed necessary during weekly leadership team meetings.

Ryan Carlson, CCT, CRT/Testing Coordinator:
Supports ELL students through class visits and monitoring instructional practices. Maintains updated plans to ensure adequate support in the classroom, including paraprofessional support. Ensures and manages all testing from the state, district and school levels. Supports teachers in managing data using a school-wide monitoring system. Also, supports 3rd-5th with science instruction and support. Additionally, responsible for STEM throughout the school by supporting teachers and students during instructional time.

Deborah Watkins, Reading Instructional Coach:
Responsible for data monitoring and student/teacher support. Provides instructional coaching through coaching and mentoring following class visits. . Schedules MTSS meetings to support tiered interventions. Responsible for supporting school-wide behavior programs and ensuring teacher/ student support. Partners with all stakeholders such as parents, teachers, students, etc. to ensure student success. Responsible for school wide and classroom behavior programs ensuring teacher/ student support. Responsible for establishing school-wide Safe procedures. Thinking Maps and other curriculum as needed.

Michelle Friedman, Staffing Specialist: Responsible for compliance of exceptional education, gifted, 504 and other documentation. Meet with parents and other stakeholders to update plans and to monitor the progress of each plan. Implementation of the Character Education Program and other socially relevant programs.

Elizabeth Long, Math instructional coach: Responsible for the coaching of teachers as it relates math instructional practices that will enable teachers to follow the district scope and sequence and best practices for enrichment and remediation in math. Additionally she will provide support for new teachers in all areas of instruction and classroom procedures. She will provide professional development as necessary for the instructional needs as a school.

Jennifer Drone, Media Specialist:
Responsible for supporting reading activities and incentives for the students. Responsible for targeting resources for supporting teachers and students. Manages texbook inventory.

Jonnie Maples, Technology
Responsible for supporting students and teachers with technology needs. Also, supports K-5 students with interventions and enrichment. In addition, she is responsible for the CAPE initiative.

2. 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 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 for all struggling students. Specific needs of students falling in identified subgroups will also be addressed during bi-monthly data meetings.

Supplemental Academic Instruction (SAI) will be used to provide a degreed tutor 5 days a week, approximately 6 hours per day. The tutor will focus on 3rd grade students projected to score a level 1 or 2 on the Florida Standards Assessment, previously retained 3rd graders or students at tier 2 or tier 3. The tutor will provide small group instruction to target deficient skills identified formative assessments. The tutor will use hands on manipulatives and research-based intervention materials. Weekly progress monitoring will be conducted and reported to the general education teacher and the MTSS team. All progress monitoring documentation will be posted on SharePoint for easy review. In addition to small group instruction, the degree tutor will push into classrooms to assist students in the general education setting. This will increase the number of minutes students receive guided support, positive reinforcement and one-on-one assistance.

High achieving students also have the opportunity to be placed in a high achieving or gifted setting. Second grade students are all tested at the end of each school year and others may be recommended by their teacher or parent for testing. Teachers are encouraged to pursue the gifted endorsement in order to provide students with quality enrichment opportunities. General funds are used to pay for the course to ensure teachers are receiving the appropriate OCPS approved certification.

School-wide enrichment opportunities available to students on campus include the National Junior Honor Society, Future Problem Solvers, Summer STEM Camp, STEM related field trips to Mid Florida Tech, University of Central Florida, and the University of Florida. Morning clubs including the Cougar Newsletter Crew, Makerspace that focuses on STEM projects, the Friday Math Challenge that focuses on creating and solving math challenges in unique ways and the Cougar Spotlight Video Crew.

In addition, technology is available to Keene's Crossing students including two laptop carts, two computer labs, a 3D printer, Lego Robotics, and a large number of SMART boards.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mohamed Jagarnath	Teacher
Leslie Bounds	Teacher
Heather Ryel	Parent
Lovetta Kroma	Teacher
Lillian Santiago	Business/Community
Lori Tucker	Parent
Elizabeth Long	Teacher
Donna Lyle	Education Support Employee
Jennifer Casademont	Teacher
Deberoh Watkins	Teacher
Linnell Koffarnus	Teacher
Scott Beck	Teacher
Sherry Donaldson	Principal
Sandra Thuringer	Parent
Katie Cramer	Parent
Daniela Johnson	Parent
Kristin Popick	Parent
Kim Cvetko	Parent
David Ross	Parent
Jenna tomaszewski	Teacher
David Glucksmen	Parent
Carina Davison	Parent
Marien Ortega	Education Support Employee
Katie Roig	Parent
Lillyanne Santiago	Business/Community
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Information regarding data is shared at the first SAC Meeting of the school year. The discussion will revolve around evaluation of last year's school improvement plan. We also vote on members who are interested in participating on the Student Advisory Committee.

b. Development of this school improvement plan

The SAC 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.

c. Preparation of the school's annual budget and plan

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

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

We used our school improvement funds allocated last year to help purchase iReady reading and math workbooks for K-5 students.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Simmons, Melanie	Assistant Principal
Donaldson, Sherry	Principal
Carlson, Ryan	Instructional Coach
Drone, Jennifer	Instructional Media
Watkins, Deberoh	Dean
Bawden, Korey	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Keene's Crossing Elementary promotes literacy in many ways. The team has brainstormed ways to Increase participation in reading programs that can be utilized during and after school such as Reading Plus, iReady, and Accelerated Reader. The LLT ensures that all staff understands each component of the Literacy Plan and can provide examples through classroom visits and collaborative talks.

The LLT ensures that components of the Journey's core reading program are used to support the transition to the Florida Standards and that FSA assessed grade levels have the support and resources to address Florida assessed standards. They also assist in the implementation of novel studies and literature circles to help increase the exposure to rigorous and authentic text. The LLT assists with the training and implementation of Fontas and Pinnell assessment for students scoring below grade level. In addition, they assist with the implementation and provide ongoing support for the K-12 Literacy Plan.

The LLT also assists with the development of grade specific benchmark assessments, mini assessments, 9 weeks assessments, etc which will be used as progress monitoring data. They also provide support in implementing writing across all content areas. Although Write Score is used as a writing assessment, writing is embedded across all content areas.

The LLT plans activities such as the Character Book Parade, Book Fair, Battle of the Books, and Sunshine State Book Contest. The Book Character Parade is used to encourage a love for reading. It involves all students dressing in their favorite book character's costume.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Keene's Crossing Elementary teachers participated in ongoing team building on the first day of pre-planning to continue establishing and strengthening positive working relationships.

Administration provides time for teacher to meet for vertical and horizontal PLC meetings and common planning. The meeting times ensure effective instruction is taking place through collaborative efforts. The expectation is that all members of the team will learn how to deconstruct the standards, identify what the item specifications are addressing, and determine the tools that they are going to use to determine if students understand the content being taught. This collaboration builds positive working relationships and improves instruction.

2. 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. Administration interviews candidates to ensure quality and relevant experiences aligned with the school's need. Once hired, new employees attend a district-mandated training which specifies details regarding district policies, visions, and goals.

2) To help with retention, KCES utilizing an 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.

3) Beginning teachers are paired up with a leadership team member or mentor who works directly with the specific grade level team.

4) The administrative team at Keene's Crossing creates a strong sense of community among teachers and staff through team building, professional development activities, and grade level collaboration. The collaboration assists teachers to 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 support them with the understanding of the teacher evaluation system and the strategies to help with effective instructional practices.

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

All new teachers to Keene's Crossing Elementary School will be mentored by an experienced teacher on their
grade level and by an instructional coach. The rationale for pairing mentees to specific mentors is to

provide the most effective and consistent assistance with academic subject areas, assessments, expectations, and curriculum. All teachers will meet weekly in grade level professional learning community meetings for common grade level planning. Coaches will participate in all common planning to assist and guide teachers. If a teacher is struggling, the coaching cycle will be implemented.

Weekly trainings are provided to acclimate new teachers to the school and to provide professional development in the following areas:

August: Classroom management, i-Ready math, ProgressBook, Sharepoint/Google Drive navigation, orientation and needs assessment, Deliberate Practice Orientation, CRMs
September: Progress reports, Open House, data collection, IMS, CRMS, learning goals and scales, field trips, Aligning assessments to appropriate rigor, Lesson Planning
October: Parent conferences, i-Ready session 2, report cards, training on various district assessments, math vocabulary, Marzano Art and Science Book Study, Deliberate Practice Growth Plan approval process, small group instruction, MAP training, Student Chats
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

Weekly meetings with mentors also take place to provide time to collaborate. Mentors are also included in instructional rounds that are conducted on campus.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 program 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.

b. Instructional Strategies

1. 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 necessary 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, students are provided Tier 3 support with a focus on their deficit areas. 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 during weekly leadership team meetings.

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: Before School Program

Minutes added to school year: 7,000

Computer labs will be open 45 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
Watkins, Deberoh, deberoh.watkins@ocps.net

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

The Reading Plus and iReady programs provide detailed student reports and will be monitored by administrators weekly.

Strategy: Weekend Program

Minutes added to school year: 1,200

Saturday School

Strategy Rationale

Provide enrichment and remediation for the lowest 25% and bubble students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Simmons, Melanie, melanie.simmons2@ocps.net

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

iReady progress monitoring assessment and weekly iReady data will be collected to determine the growth of the students attending the program.

Strategy: After School Program

Minutes added to school year: 8,000

After School STEM Camp

Strategy Rationale

The data indicates the need for students to be provided additional time with enriching activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Simmons, Melanie, melanie.simmons2@ocps.net

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

The Reading Plus program provide detailed student reports and will be monitored by administrators weekly.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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) Pre-K/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: The 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 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 the home visit, the kindergarten teacher gathers information on meeting the learning needs of the student.

4) Kindergarten beginning of the year screening and assessments: During home visits, kindergarten teachers set up basic screenings. The assessments target basic kindergarten readiness skills. The data allows the teachers to target specific academic needs and/or provide enrichment as needed.

5) Beginning of the Year Kindergarten Parent Breakfast: The welcome breakfast is offered to all new kindergarten parents. The breakfast is held on campus, and parents are encouraged to join after dropping their children off for the first day of school. PTO provides information on school events and opportunities for parents to become involved at Keene's Crossing and their child's education.

6.) VPK Transition: Parents attend a registration and information session where they are offered a school tour. This session/registration day is advertised on the school website, PTO page, school marquee, and front office flyers. Students have the opportunity to Meet the Teacher prior the the first day of school. This helps build relationships prior to ensure students and families are comfortable before entering on the first day.

7.) Bridgewater 101 Parent Night and School Visit for 5th grade students/parents is offered for all 5th grade students.

b. College and Career Readiness

1. 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. KCE hosts a schoolwide Destination College Tailgating Event where colleges and college information is provided to the parents and students. Various activity stations are available for students to learn more about college readiness. A bulletin board is displayed showing where all teachers and staff member attended college. College banners and flags are displayed in the cafeteria and the main lobby. Teachers have college door signs that are displayed.
Keene's Crossing Elementary 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
National Elementary Honor Society
STEM Club
STEM Camp
Science Club
Math League
Teach-In
Monthly Destination College Skill Review

2. 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 Elementary has various digital curriculum including Accelerated Reader, Reading Plus, Think Central, and i-Ready with interactive lessons, Gizmos, and Reflex Math. Also, most teachers have SMART Boards in their classrooms to incorporate technology.

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. We have also added a new morning club for 3rd-5th graders that will instruct them on how to create their own videos/movies.

Keene's Crossing Elementary will also host a Rube Goldberg STEM Competition and invite other schools in the district to participate. Students will have the opportunity to visit UCF Engineering Department to learn more about their program. During summer months students will participate in our 2nd annual STEM Camp summer program. During the17-18 school year, an after school STEM program will also be hosted by Keene's Crossing Elementary.

3. 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. The program concentrates 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.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital)

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the instructional framework. (Division Priority: Narrow achievement gaps)

Strategic Goals Detail

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

G1. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital) `1a`

🔍 G098279

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- i-Ready Math and Reading

- Reading Plus

- MTSS coach and Instructional Coach

- Core program curriculum

Plan to Monitor Progress Toward G1. `8`

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and are sequenced and aligned to the standards incorporating Marzano strategies.

Person Responsible
Sherry Donaldson

Schedule
Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Data from Reading Plus, F&P, formative teacher created assessments, i-Ready Math and Reading, lesson plans, student data, i-Observation data, PLC notes and other form of formative and summative data will be reviewed.

Plan to Monitor Progress Toward G1. `8`

Data overall, by standard, and by subgroup will be monitored to ensure student achievement is being positively impacted.

Person Responsible
Korey Bawden

Schedule
Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion
PLC (Professional Learning Community) notes, FCIM planning calendars, data by standard and subgroup, data chat agendas

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the instructional framework. (Division Priority: Narrow achievement gaps) `1a`

🔍 G098280

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0

Targeted Barriers to Achieving the Goal `3`

- Teachers do not meet the diverse needs of their students by differentiating instruction. Teachers have limited strategies in differentiating instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional development on the MTSS process.

- IMS

- MTSS coach and team

- Targeted intervention - Tier 2 and Tier 3 provided by classroom teachers and resource teachers

- Lexia and Reading Plus

- i-Ready for math

Plan to Monitor Progress Toward G2. `8`

The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and reviewing 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 on school/district assessments and Florida state standards assessment data.

Person Responsible

Sherry Donaldson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student data sheets, data walls, data notebooks, 9 week assessment results, district/statewide 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. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital) 1

🔑 G098279

G1.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard. 2

🔑 B264388

G1.B2.S2 Professional development will be provided on Marzano's Lesson Segment Addressing Content, elements 1-15. Specifically, teachers will have PD on Close Reading to align how this activity can be beneficial for students' increased mastery of the reading standards across grades K-5. 4

🔑 S280062

Strategy Rationale

Teachers will gain an understanding of planning rigorous instruction throughout all areas keeping in mind best teaching practices and specific reading instruction.

Action Step 1 5

PD will be provided to teachers on the new Marzano learning map and the elements that will be targeted throughout the school year.

Person Responsible

Melanie Simmons

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, Exit slips from the PDs, Effective Educators feedback from coaching observations.

Action Step 2 `5`

District PLC members will attend scheduled trainings on Close Reading and then they will come back to the school to train the teachers.

Person Responsible

Melanie Simmons

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, exit slips from PDs, Effective Educator feedback from coaching observations, round table feedback, data meeting notes. After the DPLC members will come back to the school site and train each grade level on the steps involved in teaching the Close Reading strategy to the students. A schedule of peer observations will be implemented for each grade level. Feedback will be given and continued coaching as necessary.

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

The fidelity of practice of Marzano elements 1-15, the implementation of Close Reading across the grades k-5

Person Responsible

Sherry Donaldson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PD Exit Slips, PD Plan for the first and second semesters, Effective Educator data across the grade level that indicates the use of specific elements once PD has been conducted, Reading assessment data after the implementation of Close Reading to see what effect the use of this strategy has effected student achievement, monitoring of lesson plans to see that teachers are using the correct Marzano elements when they are planning for instruction. We will know if the PD has been effective when we do classroom observations and see teachers implementing Close Reading strategies at an applying level. We will also see an increase in student assessment data because they will have gained a higher level of reading comprehension and vocabulary development.

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

Coaches and administrators will participate in PLCs to help teachers deconstruct FS Standards and create learning goals and targets that will help to meet the rigor of the standards. Additionally, a weekly review of lesson plans by the administration will help to determine if activities that have been chosen meet the rigor of the standards.

Person Responsible

Melanie Simmons

Schedule

On 5/31/2018

Evidence of Completion

PLC Notes, lesson plan review checklists, data meeting notes. We will know the plan is effective when we do classroom walk-throughs and see teachers using the learning scales and students being able to accurately reflect where they fall along the scale on the learning targets for the day. Additionally, we will be able to see student growth through the weekly standards-based assessments.

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the instructional framework. (Division Priority: Narrow achievement gaps) 1

🔧 G098280

G2.B1 Teachers do not meet the diverse needs of their students by differentiating instruction. Teachers have limited strategies in differentiating instruction. 2

🔧 B264392

G2.B1.S1 Teachers have difficulty differentiating instruction to meet the needs of Tier 2 and Tier 3 students. Professional development will be offered to teachers on the the MTSS process and strategies to support the process. 4

🔧 S280063

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 5

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Person Responsible

Melanie Simmons

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, Powerpoint of training sessions posted on sharepoint, PD agenda

Action Step 2 5

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Person Responsible

Melanie Simmons

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas, lesson plans that incorporate differentiated activities and rotational differentiated activities created by coaches.

Action Step 3 `5`

Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

i-Observation data/feedback

Action Step 4 `5`

Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Peer observation reflection logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Classroom walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting notes, i-Observation data and feedback, MTSS meeting notes and lesson plans reviews

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

i-Observation data and feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Classroom walkthrough for evidence of differentiated Instruction, i-Observation data

Person Responsible

Sherry Donaldson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M408671	Regular lesson plan checks and classroom observations will verify that lessons taught consistently...	Donaldson, Sherry	8/14/2017	Data from Reading Plus, F&P, formative teacher created assessments, i-Ready Math and Reading, lesson plans, student data, i-Observation data, PLC notes and other form of formative and summative data will be reviewed.	5/31/2018 weekly
G1.MA2 M408672	Data overall, by standard, and by subgroup will be monitored to ensure student achievement is being...	Bawden, Korey	8/14/2017	PLC (Professional Learning Community) notes, FCIM planning calendars, data by standard and subgroup, data chat agendas	5/31/2018 weekly
G2.MA1 M408680	The progress towards the goal will be monitored by conducting classroom walkthroughs, observations...	Donaldson, Sherry	8/14/2017	Student data sheets, data walls, data notebooks, 9 week assessment results, district/statewide student assessment results. teacher created assessments, analysis of student growth at data meetings	5/31/2018 biweekly
G2.B1.S1.MA1 M408673	Classroom walkthrough for evidence of differentiated Instruction, i-Observation data	Donaldson, Sherry	8/14/2017	Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/ feedback	5/31/2018 weekly
G2.B1.S1.MA1 M408674	Classroom walkthroughs during the teacher observance of centers. Exit slips will be reviewed after...	Donaldson, Sherry	8/14/2017	Meeting notes, i-Observation data and feedback, MTSS meeting notes and lesson plans reviews	5/31/2018 weekly
G2.B1.S1.MA3 M408675	Leadership team will walk together to calibrate data using the Instructional Framework to ensure...	Donaldson, Sherry	8/14/2017	i-Observation data and feedback to teachers	5/31/2018 weekly
G2.B1.S1.A1 A377606	Provide school-wide professional development on analyzing student assessment data to inform...	Simmons, Melanie	8/14/2017	Sign in sheets, Powerpoint of training sessions posted on sharepoint, PD agenda	5/31/2018 quarterly
G2.B1.S1.A2 A377607	Professional development will be provided on differentiated instruction, using data to...	Simmons, Melanie	8/14/2017	Sign-in sheets, agendas, lesson plans that incorporate differentiated activities and rotational differentiated activities created by coaches.	5/31/2018 quarterly
G2.B1.S1.A3 A377608	Through i-Observations, the leadership team will provide feedback to teachers on using data to...	Donaldson, Sherry	8/14/2017	i-Observation data/feedback	5/31/2018 weekly
G2.B1.S1.A4 A377609	Teachers will have the opportunity to observe peer teachers who have implemented differentiated...	Donaldson, Sherry	8/14/2017	Peer observation reflection logs	5/31/2018 weekly
G1.B2.S2.MA1 M408669	Coaches and administrators will participate in PLCs to help teachers deconstruct FS Standards and...	Simmons, Melanie	8/14/2017	PLC Notes, lesson plan review checklists, data meeting notes. We will know the plan is effective when we do classroom walk-throughs and see teachers using the learning scales and students being able to accurately reflect where they fall along the scale on the learning targets for the day. Additionally, we will be able to see student growth through the weekly standards-based assessments.	5/31/2018 one-time
G1.B2.S2.MA1 M408670	The fidelity of practice of Marzano elements 1-15, the implementation of Close Reading across the...	Donaldson, Sherry	8/14/2017	PD Exit Slips, PD Plan for the first and second semesters, Effective Educator data across the grade level that indicates the use of specific elements once PD has been conducted, Reading assessment data after the implementation of Close Reading to	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				see what effect the use of this strategy has effected student achievement, monitoring of lesson plans to see that teachers are using the correct Marzano elements when they are planning for instruction. We will know if the PD has been effective when we do classroom observations and see teachers implementing Close Reading strategies at an applying level. We will also see an increase in student assessment data because they will have gained a higher level of reading comprehension and vocabulary development.	
G1.B2.S2.A1 🔑 A377604	PD will be provided to teachers on the new Marzano learning map and the elements that will be...	Simmons, Melanie	8/14/2017	Sign in sheets, Exit slips from the PDs, Effective Educators feedback from coaching observations.	5/31/2018 monthly
G1.B2.S2.A2 🔑 A377605	District PLC members will attend scheduled trainings on Close Reading and then they will come back...	Simmons, Melanie	8/14/2017	Sign in sheets, exit slips from PDs, Effective Educator feedback from coaching observations, round table feedback, data meeting notes. After the DPLC members will come back to the school site and train each grade level on the steps involved in teaching the Close Reading strategy to the students. A schedule of peer observations will be implemented for each grade level. Feedback will be given and continued coaching as necessary.	5/31/2018 every-2-months

V. Professional Development Opportunities

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

G1. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital)

G1.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

G1.B2.S2 Professional development will be provided on Marzano's Lesson Segment Addressing Content, elements 1-15. Specifically, teachers will have PD on Close Reading to align how this activity can be beneficial for students' increased mastery of the reading standards across grades K-5.

PD Opportunity 1

PD will be provided to teachers on the new Marzano learning map and the elements that will be targeted throughout the school year.

Facilitator

Melanie Simmons/Korey Bawden

Participants

All instructional staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

District PLC members will attend scheduled trainings on Close Reading and then they will come back to the school to train the teachers.

Facilitator

Elizabeth Long

Participants

All Instructional staff

Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the instructional framework. (Division Priority: Narrow achievement gaps)

G2.B1 Teachers do not meet the diverse needs of their students by differentiating instruction. Teachers have limited strategies in differentiating instruction.

G2.B1.S1 Teachers have difficulty differentiating instruction to meet the needs of Tier 2 and Tier 3 students. Professional development will be offered to teachers on the the MTSS process and strategies to support the process.

PD Opportunity 1

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Facilitator

The Leadership Team

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Facilitator

MTSS coach and enrichment coach

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S2.A1	PD will be provided to teachers on the new Marzano learning map and the elements that will be targeted throughout the school year.	$0.00
2	G1.B2.S2.A2	District PLC members will attend scheduled trainings on Close Reading and then they will come back to the school to train the teachers.	$0.00
3	G2.B1.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.	$0.00
4	G2.B1.S1.A2	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.	$0.00
5	G2.B1.S1.A3	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	$0.00
6	G2.B1.S1.A4	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.	$0.00
		Total:	$0.00